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ABSTRACT

The attitudes of 186 pharmacy students at the University of Texas, Austin, were surveyed in 1982. Information is provided on student characteristics, including: class level, age, ethnicity, marital status, employment, student status, college background, participation in educational and university organizations, and future plans. Students' ratings of 10 pre-pharmacy courses and 13 pharmacy courses in terms of the degree of preparation provided are examined, along with ratings of 15 aspects of academic life at the university, and 13 College of Pharmacy services. Specific concerns included out-of-class availability of the instructor, teacher attitudes toward students, preparation received for professional practice, admissions and registration procedures, the condition of the pharmacy classroom and facilities, the academic advising system, and college-sponsored social and recreational activities. Results of a second questionnaire that was administered to students in their fifth and sixth professional semesters are also covered, as are results of a third questionnaire that was administered to sixth-semester students. It is noted that many of the fifth- and sixth-semester students attend other campuses, including San Antonio and Galveston. The three questionnaires and extensive statistical tables of study findings are included. (SW)

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PHARMACY EDUCATION AT U.T. AUSTIN AS REPORTED BY STUDENTS OF THE COLLEGE OF PHARMACY FALL SEMESTER 1982

Carole K. Holahan, Ralph De Ayala,
and Barbara Lawrence

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MEASUREMENT AND EVALUATION CENTER
The University of Texas at Austin

PHARMACY EDUCATION AT U.T. AUSTIN AS REPORTED BY STUDENTS OF THE COLLEGE OF PHARMACY FALL SEMESTER 1982

Carole K. Holahan, Ralph De Ayala, and Barbara Lawrence

In the spring of 1982, the Measurement and Evaluation Center was asked to provide technical assistance in the design of a survey of current students in the College of Pharmacy and to analyze and summarize the responses to the questionnaire. This survey was designed in conjunction with a survey of College of Pharmacy alumni that was also being administered. (See Holahan & De Ayala, MEC RB-82-12.) The purpose of the survey was to provide data concerning the attitudes of students in the College of Pharmacy for use in future curriculum development and program planning. Arlyn Kloesal, Director of Professional Affairs, represented the College of Pharmacy in the development of the questionnaire. Dr. Carole K. Holahan, Associate Director of the Measurement and Evaluation Center (MEC), represented the Measurement and Evaluation Center in this project. Ralph De Ayala and Barbara Lawrence were the MEC Research Associates involved in the project.

After a series of meetings between MEC and College of Pharmacy representatives concerning survey development, the final survey was developed by MEC staff members and administered by the College of Pharmacy in the fall of 1982 (see Appendix A for a copy of the survey). The survey was administered in class by the College of Pharmacy to students in

their third through sixth professional semesters. This report presents the results of the survey.

Description of the Sample

Class level. There was a total of 186 respondents to the questionnaire. These students were fairly evenly divided among the four professional semesters. Table 1 presents the Ns and percentages. The largest group of respondents was the fourth professional semester (29.0%), and the smallest group was the third professional semester (21.5%).

Table 1

Item 4. Indicate your class level at this College.

Semester				
Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	Total
40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Age. Over 70% of the respondents were in the age range 22-25 with over 80% between the ages of 21 and 27 (see Table 2 for Ns and percentages). As would be expected, the respondents from the earlier classes tended to be somewhat older than those in the later classes; e.g., for the third professional semester, 70.0% of the respondents were in the 21-22 age range; for the fourth professional semester, 59.3% were between the ages of 22 and 25; for the fifth professional semester, 54.2%

Table 2

Item 1. Age of Respondent.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
19	1 (2.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.5%)
20	1 (2.5%)	1 (1.9%)	1 (2.1%)	0 (0.0%)	3 (1.6%)
21	11 (27.5%)	4 (7.4%)	0 (0.0%)	1 (2.3%)	16 (8.6%)
22	17 (42.5%)	10 (18.5%)	13 (27.1%)	14 (31.8%)	54 (29.0%)
23	1 (2.5%)	11 (20.4%)	14 (29.2%)	13 (29.5%)	39 (21.0%)
24 or 25	5 (12.5%)	11 (20.4%)	12 (25.0%)	10 (22.7%)	38 (20.4%)
26 or 27	1 (2.5%)	5 (9.3%)	4 (8.3%)	4 (9.1%)	14 (7.5%)
28 or 29	1 (2.5%)	6 (11.1%)	0 (0.0%)	1 (2.3%)	8 (4.3%)
30 or older	2 (5.0%)	6 (11.1%)	4 (8.3%)	1 (2.3%)	13 (7.0%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

were between the ages of 23 and 25; and for the sixth professional semester, 52.2% were between the ages of 23 and 25.

Ethnicity. The majority of the respondents were white (62.6%), 24.2% were Mexican American, and 8.8% were oriental. Blacks represented 1.6% of the respondents, and students of Hispanic origin represented 2.7% of the respondents (see Table 3 for Ns and percentages).

Sex. Over 60% of the respondents were female, and approximately 40% were male (see Table 4 for Ns and percentages). Females were more highly represented in all four professional semesters with the greatest proportion of females found in the third and sixth professional semester, where females comprised 66.7% and 65.9% of the respondents, respectively.

Marital status. Almost three-fourths of the students were unmarried with the greatest proportion of unmarried students found in the third professional semester (87.5%). Table 5 presents the Ns and percentages. The proportion of unmarried students for each of the other three groups was near 70%.

Children. Most of the respondents had no children (86.0%), 7.0% of the students had one child, 4.8% had two children, and 2.1% had 3 or more children (see Table 6 for Ns and percentages).

Background Information

Employment. Most students (64.0%) are not employed or have only occasional jobs (see Table 7 for Ns and percentages).

Table 3

Item 2. Racial/Ethnic group.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Afro-American/Black	1 (2.6%)	2 (3.8%)	0 (0.0%)	0 (0.0%)	3 (1.6%)
American Indian or Alaskan Native	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Caucasian-American/ White	25 (64.1%)	31 (58.5%)	28 (60.9%)	30 (68.2%)	114 (62.6%)
Mexican-American/ Chicano	9 (23.1%)	13 (24.5%)	12 (26.1%)	10 (22.7%)	44 (24.2%)
Asian-American, Oriental, or Pacific Islander	3 (7.7%)	5 (9.4%)	5 (10.9%)	3 (6.8%)	16 (8.8%)
Puerto Rican, Cuban, or other Hispanic origin	1 (2.6%)	2 (3.8%)	1 (2.2%)	1 (2.3%)	5 (2.7%)
Total	39 (21.4%)	53 (29.1%)	46 (25.3%)	44 (24.2%)	182 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 4

Item 3. Sex.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixtn Professional Semester	
Male	13 (33.3%)	24 (45.3%)	21 (43.8%)	15 (34.1%)	73 (39.7%)
Female	26 (66.7%)	29 (54.7%)	27 (56.2%)	29 (65.9%)	111 (60.3%)
Total	39 (21.2%)	53 (28.8%)	48 (26.1%)	44 (23.9%)	184 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 5

Item 5. Marital Status.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Unmarried	35 (87.5%)	39 (72.2%)	33 (68.8%)	32 (72.7%)	139 (74.7%)
Married	5 (12.5%)	15 (27.8%)	14 (29.2%)	12 (27.3%)	46 (24.7%)
Separated	0 (0.0%)	0 (0.0%)	1 (100.0%)	0 (0.0%)	1 (0.5%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 6

Item 6. Children.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
0	37 (92.5%)	41 (75.9%)	42 (87.5%)	40 (90.9%)	160 (86.0%)
1	1 (2.5%)	5 (9.3%)	4 (8.3%)	3 (6.8%)	13 (7.0%)
2	2 (5.0%)	6 (11.1%)	0 (0.0%)	1 (2.3%)	9 (4.8%)
3	0 (0.0%)	2 (3.7%)	1 (2.1%)	0 (0.0%)	3 (1.6%)
4 or more	0 (0.0%)	0 (0.0%)	1 (2.1%)	0 (0.0%)	1 (0.5%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 7

Item 7. Indicate the number of hours per week you are currently employed. INTERNSHIP IS NOT CONSIDERED EMPLOYMENT.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
0 or only occasional jobs	29 (72.5%)	22 (40.7%)	32 (66.7%)	36 (81.8%)	119 (64.0%)
1 to 10	1 (2.5%)	7 (13.0%)	5 (10.4%)	3 (6.8%)	16 (8.6%)
11 to 20	9 (22.5%)	13 (24.1%)	3 (6.3%)	4 (9.1%)	29 (15.6%)
21 to 30	0 (0.0%)	8 (14.8%)	8 (16.7%)	1 (2.3%)	17 (9.1%)
31 to 40	1 (2.5%)	4 (7.4%)	0 (0.0%)	0 (0.0%)	5 (2.7%)
Over 40	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

However, 22.5% of students in their third professional semester work 11 to 20 hours per week, 13.0% of fourth semester students work from 1 to 10 hours and 38.9% work from 11 to 30 hours, 10.4% of students in their fifth professional semester work 1 to 10 hours and 23.0% work 11 to 30 hours, and 9.1% of students in their sixth professional semester work 11 to 20 hours. Of those students who hold a job, over half of the students in their fourth professional semester are working in pharmacy-related employment as are half of the students in their sixth semester (see Table 8 for Ns and percentages). The majority of students holding jobs in their third and fifth professional semesters are in nonpharmacy-related employment.

Student status. The large majority of students (97.4%) are full-time students. However, the proportion of full-time students was somewhat lower for the fifth professional semester students (75.0%) than for the other groups. Most of the students are U.S. citizens (94.1%). Also, most of the students are in-state students (94.1%). Tables 9, 10, and 11 present Ns and percentages.

College background. Students were asked their primary reasons for attending this College. The most frequent responses for students in all four professional semesters were: location, type of program available, and academic reputation, with over two-thirds of students mentioning these factors (see Table 12 for Ns and percentages). In addition, a sizable proportion of students in the fourth and fifth professional semesters mentioned cost, 48.1% and 33.3%,

Table 8

Item 8. Is this job pharmacy-related?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixtn Professional Semester	
No	15 (57.7%)	21 (44.7%)	20 (76.9%)	13 (50.0%)	69 (55.2%)
Yes	11 (42.3%)	26 (55.3%)	6 (23.1%)	13 (50.0%)	56 (44.8%)
Total	26 (20.8%)	47 (37.6%)	26 (20.8%)	26 (20.8%)	125 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 9

Item 9. What is your current enrollment status at this University?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Full-time student	40 (100.0%)	50 (92.6%)	36 (75.0%)	44 (100.0%)	170 (97.4%)
Part-time student	0 (0.0%)	4 (7.4%)	12 (25.0%)	0 (0.0%)	16 (8.6%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 10

Item 10. Are you a U.S. citizen?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
No	2 (5.0%)	4 (7.4%)	2 (4.3%)	3 (6.8%)	11 (5.9%)
Yes	38 (95.0%)	50 (92.6%)	45 (95.7%)	41 (93.2%)	174 (94.1%)
Total	40 (21.6%)	54 (29.2%)	47 (25.4%)	44 (23.8%)	185 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 11

Item 11. What is your residence classification at this University?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
In-state student	36 (90.0%)	51 (94.4%)	46 (95.8%)	41 (95.3%)	174 (94.1%)
Out-of-state student	4 (10.0%)	2 (3.7%)	2 (4.2%)	1 (2.3%)	9 (4.9%)
International student	0 (0.0%)	1 (1.9%)	0 (0.0%)	1 (2.3%)	2 (1.1%)
Total	40 (21.6%)	54 (29.2%)	48 (25.9%)	43 (23.2%)	185 (99.9%)*

*This figure differs from 100% only because of rounding error.

Note. All percentages are column percentages except for the last row.

Table 12

Item 12. What were your primary reasons for attending this College?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Cost	9 (22.5%)	26 (48.1%)	16 (33.3%)	5 (11.4%)	56 (30.1%)
Admission standards	9 (22.5%)	17 (31.5%)	7 (14.6%)	4 (9.1%)	37 (19.9%)
Size	4 (10.0%)	5 (9.2%)	4 (8.3%)	2 (4.5%)	15 (8.1%)
Social atmosphere	10 (25.0%)	11 (20.4%)	5 (10.4%)	10 (22.7%)	36 (19.4%)
Location	30 (75.0%)	37 (68.5%)	31 (64.6%)	27 (61.4%)	125 (67.2%)
Type of program available	32 (80.0%)	33 (61.1%)	33 (68.8%)	26 (59.1%)	124 (66.7%)
Academic reputation	25 (62.5%)	33 (61.1%)	41 (85.4%)	28 (63.6%)	127 (68.3%)
Availability of scholarship or financial aid	4 (10.0%)	5 (9.2%)	9 (18.8%)	3 (6.8%)	21 (11.3%)
Advice of parents or relatives	10 (25.0%)	8 (14.8%)	11 (22.9%)	4 (9.1%)	33 (17.7%)
Advice of high school personnel	2 (5.0%)	3 (5.6%)	6 (12.5%)	1 (2.3%)	12 (6.4%)
To be with friends	1 (2.5%)	2 (3.7%)	1 (2.1%)	4 (9.1%)	8 (4.3%)
Advice of a pharmacist	10 (25.0%)	12 (22.2%)	8 (16.7%)	8 (18.2%)	38 (20.4%)
Other	3 (7.5%)	1 (1.8%)	1 (2.1%)	1 (2.3%)	6 (3.2%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

respectively. Over one-fifth of third semester students mentioned cost, admission standards, social atmosphere, advice of parents or relatives, and advice of a pharmacist. Admissions standards, social atmosphere, and advice of a pharmacist were mentioned by over one-fifth of fourth semester students. Advice of parents or relatives was mentioned by over one-fifth of fifth semester students, as was social atmosphere by sixth semester students.

Over three-fourths of the students attended a four-year college or university before entering the College of Pharmacy (see Table 13 for Ns and percentages). Pharmacy was the first career choice for the majority of students, with percentages ranging from 52.5% for third semester students to 73.8% for sixth semester students (see Table 14 for Ns and percentages).

Students were asked if they would attend this College of Pharmacy if they could start college over. A majority (59.7%) stated that, if they could start college over, they would definitely choose to attend this College of Pharmacy, and 30.6% stated that they probably would (see Table 15 for Ns and percentages). Students were also asked about their length of attendance in the College of Pharmacy (see Table 16 for Ns and percentages). Most students in their third professional semester (57.5%) had attended three semesters, and 35.0% had attended four semesters. Half of students in their fourth professional semester had attended four semesters, and 24.1% had attended five semesters. For students in their fifth professional semester, 25.0% had attended five semesters, 37.5% had attended six semesters, and 20.8% had attended

Table 13

Item 13. What type of school did you attend just prior to entering the College of Pharmacy?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
2 year Community or Junior College	6 (15.8%)	8 (14.8%)	7 (14.9%)	6 (14.0%)	27 (14.8%)
4 year College or University	29 (76.3%)	39 (72.2%)	35 (74.5%)	34 (79.1%)	137 (75.3%)
Graduate/professional College	1 (2.6%)	3 (5.6%)	1 (2.1%)	1 (2.3%)	6 (3.3%)
Another College of Pharmacy	2 (5.3%)	2 (3.7%)	2 (4.3%)	1 (2.3%)	7 (3.8%)
Other	0 (0.0%)	2 (3.7%)	2 (4.3%)	1 (2.3%)	5 (2.7%)
Total	38 (20.9%)	54 (29.7%)	47 (25.8%)	43 (23.6%)	182 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 14

Item 14. Was Pharmacy your first career choice?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixtn Professional Semester	
Yes	21 (52.5%)	29 (53.7%)	29 (60.4%)	31 (73.8%)	110 (59.8%)
No	19 (47.5%)	25 (46.3%)	19 (39.6%)	11 (26.2%)	74 (40.2%)
Total	40 (21.7%)	54 (29.3%)	48 (26.1%)	42 (22.8%)	184 (99.9%)*

*This figure differs from 100% only because of rounding error.

Note. All percentages are column percentages except for the last row.

Table 15

Item 15. If you could start College over, would you choose to attend this College of Pharmacy?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Definitely yes	25 (62.5%)	31 (57.4%)	28 (58.3%)	27 (61.4%)	111 (59.7%)
Probably yes	11 (27.5%)	16 (29.6%)	16 (33.3%)	14 (31.8%)	57 (30.6%)
Uncertain	2 (5.0%)	5 (9.3%)	2 (4.2%)	1 (2.3%)	10 (5.4%)
Probably no	1 (2.5%)	2 (3.7%)	2 (4.2%)	2 (4.5%)	7 (3.8%)
Definitely no	1 (2.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.5%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 16

Item 16. How many semesters (including summer sessions) have you attended the College of Pharmacy (Professional sequence only)?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
3	23 (57.5%)	2 (3.7%)	0 (0.0%)	2 (4.5%)	27 (14.5%)
4	14 (35.0%)	27 (50.0%)	5 (10.4%)	0 (0.0%)	46 (24.7%)
5	2 (5.0%)	13 (24.1%)	12 (25.0%)	0 (0.0%)	27 (14.5%)
6	0 (0.0%)	7 (13.0%)	18 (37.5%)	17 (38.6%)	42 (22.6%)
7	0 (0.0%)	3 (5.6%)	10 (20.8%)	20 (45.5%)	33 (17.7%)
8	1 (2.5%)	1 (1.9%)	3 (6.3%)	5 (11.4%)	10 (5.4%)
9	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
10	0 (0.0%)	1 (1.9%)	0 (0.0%)	0 (0.0%)	1 (0.5%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

seven semesters. Most of sixth semester students had attended six semesters (38.6%) or seven semesters (45.5%).

A majority (70.0%) of students in their third professional semester graduated from high school three or four years ago (see Table 17 for Ns and percentages). Almost half (48.2%) of fourth semester students graduated from high school from four to six years ago with 22.2% graduating 10 years ago. The large majority of fifth semester and sixth semester students graduated from high school from four to six years ago (85.4% for fifth semester and 72.7% for sixth semester students).

Most students (69.9%) did not have another degree when they entered the program; however, 18.8% stated that they did have a bachelor's degree (see Table 18 for Ns and percentages).

Students were asked to indicate which of a list of 13 potential sources of funds they had utilized to finance their College education. Tables 19 through 31 give Ns and percentages for responses concerning each source of funds. A majority (62.9%) of students stated that their parents or relatives were a major source of funds. Less than one quarter indicated that their personal savings were a major source of funds for their education. Summer employment, however, was a source of funds for 64.9% of the students and a major source of funds for more than one quarter of the students. Employment at College was not a source of funds for a majority of students (57.1%), with negative responses ranging from 42.1% for sixth semester students to 86.1% for third semester students. The following sources were not utilized by a significant proportion of students: College Work-Study (87.7%), spouse (76.5%), VA benefits (96.8%), and Social Security benefits

Table 17

Item 17. How much time has elapsed from the time you graduated from high school?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
2 years	2 (0.5%)	1 (1.9%)	0 (0.0%)	0 (0.0%)	3 (1.6%)
3 years	15 (37.5%)	3 (5.6%)	0 (0.0%)	1 (2.3%)	19 (10.2%)
4 years	13 (32.5%)	11 (20.4%)	16 (33.3%)	12 (27.3%)	52 (28.0%)
5 years	1 (2.5%)	10 (18.5%)	18 (37.5%)	13 (29.5%)	42 (22.6%)
6 years	3 (7.5%)	5 (9.3%)	7 (14.6%)	7 (15.9%)	22 (11.8%)
7 years	2 (0.5%)	8 (14.8%)	0 (0.0%)	5 (11.4%)	15 (8.1%)
8 years	0 (0.0%)	2 (3.7%)	1 (2.1%)	2 (4.5%)	5 (2.7%)
9 years	1 (2.5%)	2 (3.7%)	2 (4.2%)	0 (0.0%)	5 (2.7%)
10 years	3 (7.5%)	12 (22.2%)	4 (8.3%)	4 (9.1%)	23 (12.4%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 18

Item 18. Did you have another degree when you entered this program?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
No	30 (75.0%)	31 (57.4%)	33 (68.8%)	36 (81.8%)	130 (69.9%)
Associate	4 (10.0%)	6 (11.1%)	5 (10.4%)	2 (4.5%)	17 (9.1%)
Bachelor's	6 (15.0%)	15 (27.8%)	9 (18.8%)	5 (11.4%)	35 (18.8%)
Master's	0 (0.0%)	2 (3.7%)	0 (0.0%)	1 (2.3%)	3 (1.6%)
Other	0 (0.0%)	0 (0.0%)	1 (2.1%)	0 (0.0%)	1 (0.5%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 19

Item 19(a). Indicate whether parents or relatives were a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	28 (73.7%)	25 (50.0%)	23 (52.3%)	34 (79.1%)	110 (62.9%)
Minor source	8 (21.1%)	8 (16.0%)	12 (27.3%)	4 (9.3%)	32 (18.3%)
Not a source	2 (5.3%)	17 (34.0%)	9 (20.5%)	5 (11.6%)	33 (18.8%)
Total	38 (21.7%)	50 (28.6%)	44 (25.1%)	43 (24.6%)	175 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 20

Item 19(b). Indicate whether personal savings were a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	8 (21.6%)	13 (27.1%)	10 (23.3%)	7 (17.9%)	38 (22.8%)
Minor source	15 (40.5%)	20 (41.7%)	17 (39.5%)	14 (35.9%)	66 (39.5%)
Not a source	14 (37.8%)	15 (31.3%)	16 (37.2%)	18 (46.2%)	63 (37.7%)
Total	37 (22.2%)	48 (28.7%)	43 (25.7%)	39 (23.4%)	167 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 21

Item 19(c). Indicate whether summer employment was a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	10 (27.8%)	14 (28.0%)	11 (25.0%)	8 (21.1%)	43 (25.6%)
Minor source	13 (36.1%)	18 (36.0%)	19 (43.2%)	16 (42.1%)	66 (39.3%)
Not a source	13 (36.1%)	18 (36.0%)	14 (31.8%)	14 (36.8%)	59 (35.1%)
Total	36 (21.4%)	50 (29.8%)	44 (26.2%)	38 (22.6%)	168 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 22

Item 19(d). Indicate whether employment at college was a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	3 (8.3%)	10 (22.2%)	10 (23.8%)	7 (18.4%)	30 (18.6%)
Minor source	2 (5.6%)	13 (28.9%)	9 (21.4%)	15 (39.5%)	39 (24.2%)
Not a source	31 (86.1%)	22 (48.9%)	23 (54.8%)	16 (42.1%)	92 (57.1%)
Total	36 (22.4%)	45 (28.0%)	42 (26.1%)	38 (23.6%)	161 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 23

Item 19(e). Indicate whether College Work-Study was a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	1 (2.8%)	5 (11.4%)	4 (9.8%)	2 (5.9%)	12 (7.7%)
Minor source	1 (2.8%)	1 (2.3%)	2 (4.9%)	3 (8.8%)	7 (4.5%)
Not a source	34 (94.4%)	38 (86.4%)	35 (85.4%)	29 (85.3%)	136 (87.7%)
Total	36 (23.2%)	44 (28.4%)	41 (26.5%)	34 (21.9%)	155 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 24

Item 19(f). Indicate whether your spouse was a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	3 (8.6%)	10 (21.3%)	8 (18.2%)	5 (13.9%)	26 (16.0%)
Minor source	1 (2.9%)	2 (4.3%)	4 (9.1%)	5 (13.9%)	12 (7.4%)
Not a source	31 (88.6%)	35 (74.5%)	32 (72.7%)	26 (72.2%)	124 (76.5%)
Total	35 (21.6%)	47 (29.0%)	44 (27.2%)	36 (22.2%)	162 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 25

Item 19(g). Indicate whether VA benefits were a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	0 (0.0%)	3 (6.8%)	1 (2.4%)	0 (0.0%)	4 (2.6%)
Minor source	0 (0.0%)	1 (2.3%)	0 (0.0%)	0 (0.0%)	1 (0.6%)
Not a source	35 (100.0%)	40 (90.9%)	40 (97.6%)	34 (100.0%)	149 (96.8%)
Total	35 (22.7%)	44 (28.6%)	41 (26.6%)	34 (22.1%)	154 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 26

Item 19(h). Indicate whether Social Security benefits were a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	1 (2.9%)	0 (0.0%)	2 (4.9%)	0 (0.0%)	3 (1.9%)
Minor source	1 (2.9%)	1 (2.3%)	2 (4.9%)	1 (2.9%)	5 (3.2%)
Not a source	33 (94.3%)	43 (97.7%)	37 (90.2%)	34 (97.1%)	147 (94.8%)
Total	35 (22.6%)	44 (28.4%)	41 (26.5%)	35 (22.6%)	155 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 27

Item 19(i). Indicate whether student loans (e.g., NDSL, etc.) were a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	8 (21.6%)	17 (37.8%)	21 (46.7%)	13 (36.1%)	59 (36.2%)
Minor source	4 (10.8%)	5 (11.1%)	5 (11.1%)	4 (11.1%)	18 (11.0%)
Not a source	25 (67.6%)	23 (51.1%)	19 (42.2%)	19 (52.8%)	86 (52.8%)
Total	37 (22.7%)	45 (27.6%)	45 (27.6%)	36 (22.1%)	163 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 28

Item 19(j). Indicate whether College of Pharmacy scholarships were a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	0 (0.0%)	2 (4.4%)	0 (0.0%)	0 (0.0%)	2 (1.3%)
Minor source	2 (5.6%)	5 (11.1%)	6 (14.6%)	7 (20.0%)	20 (12.7%)
Not a source	34 (94.4%)	38 (84.4%)	35 (85.4%)	28 (80.0%)	135 (86.0%)
Total	36 (22.9%)	45 (28.7%)	41 (26.1%)	35 (22.3%)	157 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 29

Item 19(k). Indicate whether University scholarships were a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	5 (13.9%)	2 (4.7%)	3 (7.1%)	3 (8.3%)	13 (8.3%)
Minor source	1 (2.8%)	3 (7.0%)	4 (9.5%)	8 (22.2%)	16 (10.2%)
Not a source	30 (83.3%)	38 (88.4%)	35 (83.3%)	25 (69.4%)	128 (81.5%)
Total	36 (22.9%)	43 (27.4%)	42 (26.8%)	36 (22.9%)	157 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 30

Item 19(1). Indicate whether educational grants (e.g., BEOG[1], SEOG[2], etc.) were a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	4 (10.8%)	6 (13.3%)	9 (20.5%)	5 (14.3%)	24 (14.9%)
Minor source	6 (16.2%)	7 (15.6%)	11 (25.0%)	6 (17.1%)	30 (18.6%)
Not a source	27 (73.0%)	32 (71.1%)	24 (54.5%)	24 (68.6%)	107 (66.5%)
Total	37 (23.0%)	45 (28.0%)	44 (27.3%)	35 (21.7%)	161 (100.0%)

Note. All percentages are column percentages except for the last row.

[1]Basic Educational Opportunity Grants

[2]Supplementary Educational Opportunity Grants

Table 31

Item 19(m). Indicate whether College of Pharmacy loans were a major source, minor source, or not a source of funds for your college education.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Major source	0 (0.0%)	3 (6.8%)	1 (2.4%)	0 (0.0%)	4 (2.6%)
Minor source	0 (0.0%)	2 (4.5%)	3 (7.1%)	3 (8.8%)	8 (5.2%)
Not a source	35 (100.0%)	39 (88.6%)	38 (90.5%)	31 (91.2%)	143 (92.3%)
Total	35 (22.6%)	44 (28.4%)	42 (27.1%)	34 (21.9%)	155 (100.0%)

Note. All percentages are column percentages except for the last row.

(94.8%). Student loans were not a source of funds for 52.8% of students, although 36.2% of students stated that they were a major source. Students in their fifth professional semester were most likely to indicate that loans were a major source of funds (46.7%). The great majority of students also indicated that the following were not sources of funds for their College education: College of Pharmacy scholarships (86.0%), University scholarships (81.5%), educational grants (66.5%), and College of Pharmacy loans (92.3%).

Educational involvements. A large proportion (81.7%) of students are involved in the Longhorn Pharmaceutical Association (LPhA). Other organizations in which a significant proportion of students indicated involvement were: Pharmacy Council (18.3%). Kappa Psi (21.5%), Kappa Epsilon (29.6%), and Rho Chi (21.0%). Table 32 contains Ns and percentages for all of the organizations listed. Less than one half of the students indicated that they had been an officer (37.9%) or a committee member (47.3%) in the listed organizations. (See Tables 33 and 34 for Ns and percentages concerning leadership and committee membership.)

Students were also asked about participation in University organizations. A significant proportion (36.5%) of students indicated that they were involved in the University Honor Society, and 19.0% reported that they were involved in a social fraternity or organization. In addition, 30.2% of students were involved in organizations other than those listed. Only 13.0% of students indicated that they had been an officer in a

Table 32

Item 20. In which of the following College organizations are you involved?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
LPhA	34 (85.0%)	38 (70.4%)	42 (87.5%)	38 (86.4%)	152 (81.7%)
Pharmacy Council	6 (15.0%)	8 (14.8%)	11 (22.9%)	9 (20.4%)	34 (18.3%)
Kappa Psi	16 (40.0%)	5 (9.2%)	9 (18.8%)	10 (22.7%)	40 (21.5%)
Kappa Epsilon	13 (32.5%)	14 (25.9%)	12 (25.0%)	16 (36.4%)	55 (29.6%)
Phi Delta Chi	6 (15.0%)	2 (3.7%)	3 (6.2%)	7 (15.9%)	18 (9.7%)
Rho Chi	7 (17.5%)	9 (16.7%)	10 (20.8%)	13 (29.5%)	39 (21.0%)
Student Chapter TSHP	2 (5.0%)	2 (3.7%)	4 (8.3%)	3 (6.8%)	11 (5.9%)
MAAPS	2 (5.0%)	8 (14.8%)	6 (12.5%)	5 (11.4%)	21 (11.3%)
Other	3 (7.5%)	1 (1.8%)	3 (6.2%)	0 (0.0%)	7 (3.8%)
Total Class Size	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 33

Item 21. Are you now or have you ever been an officer in any of the organizations in Item 20?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixtn Professional Semester	
No	22 (55.0%)	39 (73.6%)	30 (66.7%)	22 (50.0%)	113 (62.1%)
Yes	18 (45.0%)	14 (26.4%)	15 (33.3%)	22 (50.0%)	69 (37.9%)
Total	40 (22.0%)	53 (29.1%)	45 (24.7%)	44 (24.2%)	182 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 34

Item 22. Are you now or have you ever been a committee member in any of the organizations in Item 20.

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixtn Professional Semester	
No	16 (40.0%)	33 (62.3%)	28 (62.2%)	19 (43.2%)	96 (52.7%)
Yes	24 (60.0%)	20 (37.7%)	17 (37.8%)	25 (56.8%)	86 (47.3%)
Total	40 (22.0%)	53 (29.1%)	45 (24.7%)	44 (24.2%)	182 (100.0%)

Note. All percentages are column percentages except for the last row.

University organization, and 20.7% indicated that they had been a committee member. Ns and percentages concerning membership and participation in University organizations are given in Tables 35 through 37.

In addition, students were asked about their plans for further education. A small proportion (18.8%) of students indicated that they had plans to continue their education toward another degree, and 39.2% indicated that they were uncertain about future educational plans. In response to the item concerning reasons for continuing their education toward another degree, 55.2% of respondents marked general self-improvement as the major reason. A majority of students planned to obtain a bachelor's degree as their highest degree (55.8%), although 9.9% indicated plans for obtaining a Doctor of Pharmacy (Pharm.D.) degree; some interest was shown in obtaining a master's degree (7.7%), an M.D. (7.7%), or a degree other than those listed among the options (13.8%). Tables 38 through 40 contain the Ns and percentages for students' educational plans.

Students were also asked about their preferences for pharmacy practice upon graduation. Although there was some variation among fourth and fifth professional semester students, students overall were fairly evenly divided in preference for community retail independent practice (32.4%), community retail chain (30.0%), and hospital pharmacy (29.4%). Fifth semester students were less interested in community retail independent practice (22.7%) than the other groups. Table 41 contains Ns and percentages.

Table 35

Item 23. In which of the following University organizations are you involved?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Social fraternity or organization	3 (18.8%)	1 (7.1%)	0 (0.0%)	8 (38.1%)	12 (19.0%)
Social sorority or organization	0 (0.0%)	3 (21.4%)	1 (8.3%)	1 (4.8%)	5 (7.9%)
University wide student committee	0 (0.0%)	0 (0.0%)	2 (16.7%)	0 (0.0%)	2 (3.2%)
University wide standing committee	1 (6.3%)	0 (0.0%)	1 (8.3%)	0 (0.0%)	2 (3.2%)
University Honor Society	6 (37.5%)	5 (35.7%)	4 (33.3%)	8 (38.1%)	23 (36.5%)
Other	6 (37.5%)	5 (35.7%)	4 (33.3%)	4 (19.0%)	19 (30.2%)
Total	16 (25.4%)	14 (22.2%)	12 (19.0%)	21 (33.3%)	63 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 36

Item 24. Are you now or have you ever been an officer in any of the organizations in Item 23?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixtn Professional Semester	
No	28 (87.5%)	39 (88.6%)	27 (87.1%)	33 (84.6%)	127 (87.0%)
Yes	4 (12.5%)	5 (11.4%)	4 (12.9%)	6 (15.4%)	19 (13.0%)
Total	32 (21.9%)	44 (30.1%)	31 (21.2%)	39 (26.7%)	146 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 37

Item 25. Are you now or have you ever been a committee member in any of the organizations in Item 23?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
No	26 (81.3%)	37 (84.1%)	24 (75.0%)	28 (75.7%)	115 (79.3%)
Yes	6 (18.8%)	7 (15.9%)	8 (25.0%)	9 (24.3%)	30 (20.7%)
Total	32 (22.1%)	44 (30.3%)	32 (22.1%)	37 (25.5%)	145 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 38

Item 26. Do you plan to continue your education toward another degree?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
No	15 (37.5%)	24 (44.4%)	19 (39.6%)	20 (45.5%)	78 (41.9%)
Yes	7 (17.5%)	14 (25.9%)	7 (14.6%)	7 (15.9%)	35 (18.8%)
Uncertain	18 (45.0%)	16 (29.6%)	22 (45.8%)	17 (38.6%)	73 (39.2%)
Total	40 (21.5%)	54 (29.0%)	48 (25.8%)	44 (23.7%)	186 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 39

Item 27. If you do plan to continue your education toward another degree, what is the major reason?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
To satisfy job/career requirements	2 (10.0%)	4 (12.9%)	4 (15.4%)	2 (10.5%)	12 (12.5%)
To learn a new occupation	0 (0.0%)	1 (3.2%)	1 (3.8%)	0 (0.0%)	2 (2.1%)
To increase earning power	3 (15.0%)	5 (16.1%)	3 (11.5%)	1 (5.3%)	12 (12.5%)
For general self-improvement	10 (50.0%)	19 (61.3%)	12 (46.2%)	12 (63.2%)	53 (55.2%)
Other	5 (25.0%)	2 (6.5%)	6 (23.1%)	4 (21.1%)	17 (17.7%)
Total	20 (20.8%)	31 (32.3%)	26 (27.1%)	19 (19.8%)	96 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 40

Item 28. What is the highest degree you plan to obtain?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Bachelor's Degree	20 (52.6%)	30 (55.6%)	25 (53.2%)	26 (61.9%)	101 (55.8%)
Master's Degree	2 (5.3%)	6 (11.1%)	5 (10.6%)	1 (2.4%)	14 (7.7%)
Ph.D.	3 (7.9%)	3 (5.6%)	1 (2.1%)	1 (2.4%)	8 (4.4%)
Pharm. D.	5 (13.2%)	5 (9.3%)	4 (8.5%)	4 (9.5%)	18 (9.9%)
M.D.	3 (7.9%)	5 (9.3%)	3 (6.4%)	3 (7.1%)	14 (7.7%)
D.D.S.	0 (0.0%)	1 (1.9%)	0 (0.0%)	0 (0.0%)	1 (0.6%)
J.D.	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Other	5 (13.2%)	4 (7.4%)	9 (19.1%)	7 (16.7%)	25 (13.8%)
Total	38 (21.0%)	54 (29.8%)	47 (26.0%)	42 (23.2%)	181 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 41

Item 29. At this time which area of pharmacy practice would you prefer to enter upon graduation?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixth Professional Semester	
Community retail independent	11 (29.7%)	22 (44.0%)	10 (22.7%)	12 (30.8%)	55 (32.4%)
Community retail chain (more than 4 stores)	10 (27.0%)	13 (26.0%)	15 (34.1%)	13 (33.3%)	51 (30.0%)
Hospital pharmacy	12 (32.4%)	9 (18.0%)	16 (36.4%)	13 (33.3%)	50 (29.4%)
Industry sales	1 (2.7%)	1 (2.0%)	1 (2.3%)	1 (2.6%)	4 (2.4%)
Industry research	1 (2.7%)	1 (2.0%)	1 (2.3%)	0 (0.0%)	3 (1.8%)
State/federal/professional agency or organization	1 (2.7%)	2 (4.0%)	0 (0.0%)	0 (0.0%)	3 (1.8%)
Pharmacy education	1 (2.7%)	2 (4.0%)	1 (2.3%)	0 (0.0%)	4 (2.4%)
Total	37 (21.8%)	50 (29.4%)	44 (25.9%)	39 (22.9%)	170 (100.0%)

Note. All percentages are column percentages except for the last row.

College Courses

Prepharmacy courses. Students were asked to rate the preparation for pharmacy school provided by each of 10 prepharmacy courses. For the purpose of this report, responses were coded (1) Strongly disagree that the course prepared me well for pharmacy school to (5) Strongly agree. Table 42 contains the mean ratings for each course by student semester. The most highly rated courses were Human Physiology, General Chemistry, Organic Chemistry, Biology, and General Microbiology. All of the ratings for these courses fell above 4 (Agree). The next most highly rated courses were Math (Pre-calculus), Math (Calculus), and English Composition, all receiving ratings between 3 (Neutral) and 4 (Agree). Almost all of the ratings for General Physics and Economics were close to 3 (Neutral). Analyses of variance were carried out to determine if the ratings of these courses differed among the four student groups. No significant differences were found in these analyses.

Pharmacy courses. Students were also asked to rate the degree of preparation for the practice of pharmacy provided by each of 13 pharmacy courses. These responses were coded from (1) Strongly disagree that the course prepared me well for the practice of pharmacy to (5) Strongly agree. Table 43 contains the mean ratings for each course by student semester. The highest rated course in this group was Pharmacology, which received ratings close to (5) Strongly agree for the third through fifth semesters. Sixth semester students gave

Table 42

Pre-pharmacy Courses

Response	Third Professional Semester			Fourth Professional Semester			Fifth Professional Semester			Sixth Professional Semester		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Biology	4.42	.59	40	4.15	.88	53	4.11	.80	46	4.21	.68	42
Human Physiology	4.46	.79	39	4.60	.72	52	4.30	.96	46	4.65	.53	43
General Chemistry	4.26	.75	39	4.28	.63	54	4.20	.66	45	4.30	.60	43
English Composition	3.36	1.09	39	3.27	.96	51	3.21	.99	43	3.28	.60	42
Math (Pre-calculus)	3.89	.70	37	3.45	.94	51	3.61	.94	44	3.78	.78	42
Math (Calculus)	3.55	1.03	38	3.18	.98	50	3.18	1.06	44	3.23	1.00	43
Organic Chemistry	4.51	.56	39	4.33	.82	54	4.30	.73	46	4.26	.62	43
General Physics	2.76	1.08	38	2.70	1.00	51	2.73	1.34	45	2.83	1.05	41
Economics	2.38	.95	37	2.66	1.04	50	2.91	1.02	43	2.76	1.02	41
General Microbiology	4.21	.62	38	4.17	.69	54	4.30	.59	46	4.14	.71	43

Table 43

Pharmacy Courses

Response	Third Professional Semester			Fourth Professional Semester			Fifth Professional Semester			Sixth Professional Semester		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Pharmaceutics (dosage forms)	3.95	.89	39	4.35	.65	54	4.23	.70	47	4.30	.64	43
Biopharmaceutics	3.58	.84	36	3.98	1.01	49	3.98	.76	47	3.85	.69	41
Pharmacognosy	3.71	.90	31	3.46	.99	50	3.15	1.10	47	2.83	1.01	42
Pharmacy Administration and Management	4.00	.63	6	4.26	.88	49	3.59	1.00	46	3.28	.99	42
Prescription Dispensing Laboratory	4.45	.72	38	4.68	.70	54	4.64	.56	48	4.60	.54	42
Physical Pharmacy	3.26	1.06	31	3.26	.93	49	3.42	1.08	45	3.36	.89	41
Medicinal Chemistry	3.82	.91	39	4.17	.77	54	4.09	.75	47	4.07	.63	43
Analytical Chemistry	2.59	1.07	39	2.36	1.30	52	2.14	1.17	48	2.02	1.07	42
Pharmacology	4.82	.39	38	4.79	.41	53	4.75	.48	48	4.72	.50	43
Pharmaceutical Jurisprudence and Ethics	4.00	1.41	2	4.54	.52	13	3.89	1.04	46	4.23	.92	43
Clinical Pharmacy (lecture)	4.00	0.00	1	4.57	.77	42	4.67	.52	48	4.56	.73	43
Clinical Pharmacy Rotation	4.00	0.00	1	4.67	.65	12	4.61	.61	46	4.40	.93	43
Externship (Community and Hospital Practice)	4.00	0.00	1	4.73	.47	11	4.43	1.03	21	4.91	.37	43

Externship the highest rating. The next most highly rated courses overall were Prescription Dispensing Laboratory, Clinical Pharmacy (lecture), Clinical Pharmacy (rotation), Externship (Community and Hospital Practice), Pharmaceutics (dosage forms), Pharmaceutical Jurisprudence and Ethics, and Medicinal Chemistry. All of these courses received ratings above or close to 4 (Agree). The next most highly rated group of courses included Biopharmaceutics and Pharmacy Administration and Management, with most of the ratings for these courses at or near 4 (Agree). Pharmacognosy and Physical Pharmacy were rated the next most highly, receiving ratings above or near 3 (Neutral). The least favored course was Analytical Chemistry, which students rated near 2 (disagree) in regards to its contribution to their preparation for the practice of pharmacy.

A series of analyses of variance was carried out to determine if students in the four student groups differed in their ratings of these pharmacy courses. A significant difference was found in the rating of Externship, $F(3,72)=3.14$, $p<.05$, with the highest rating from the sixth professional semester and the lowest rating from the third semester. A significant difference was also found in the rating of Pharmaceutics, $F(3,179)=2.67$, $p<.05$, with the highest ratings occurring for fourth and sixth semester students and the lowest ratings for third professional semester students. Ratings for Pharmacy Administration and Management also differed among the four groups, $F(3,139)=8.75$,

$p<.001$, with the highest ratings given by fourth and third semester students and the lowest ratings by sixth semester students. Finally, a significant difference was found in the ratings for Pharmacognosy, $F(3,166)=5.35$, $p<.01$, with third semester students rating it most highly and sixth semester students rating it least highly.

Satisfaction with College

Academic factors. Students were asked to rate 15 aspects of academic life at this University. Of these items, the following received the highest overall ratings: out-of-class availability of instructors, attitude of the faculty toward students, attitude of the College's nonteaching staff toward students, preparation received for professional practice, availability of the courses student wanted at the time the student could have taken them, academic calendar for this College, concern for the student as an individual, and attitude of College TA's toward students. All of these items were rated above or near 4 (Satisfied). (See Table 44 for means.) The next most highly rated items included: testing/grading system, academic probation and suspension policies, variety of elective courses offered by the College, and student voice in College of Pharmacy policies. All of these items received ratings between 3.5 and 4 on the scale, where 3 represents "Neutral." The lowest rated items in this group were: flexibility to design your own program of study and test calendar for this College. These items were rated between 3 (Neutral) and 4 (Satisfied).

Table 44

Academic Factors

Response	Third Professional Semester			Fourth Professional Semester			Fifth Professional Semester			Sixth Professional Semester		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Testing/grading system	3.70	.94	40	3.62	1.00	53	3.57	.88	47	3.77	.77	44
Out-of-class availability	4.12	.82	40	4.15	.71	54	4.04	.66	46	3.95	.57	44
Attitude of the faculty toward students	4.15	.86	40	3.98	1.00	54	4.02	.79	47	3.89	1.02	44
Attitude of the College nonteaching staff toward students	4.14	.54	37	4.08	.76	52	4.00	.90	45	4.07	.70	43
Preparation you have received for professional practice	3.97	.76	37	4.15	.72	52	3.98	.79	47	4.04	.74	44
Academic probation and suspension policies	3.70	.85	33	3.54	1.01	48	3.74	.94	42	3.62	.67	39
Availability of the courses you wanted at the times you could have taken them	3.65	1.00	40	3.64	1.18	53	3.91	.95	47	4.20	.63	44
Variety of elective courses offered by College	3.98	.92	40	3.83	1.05	53	3.70	1.07	46	3.91	.80	44
Flexibility to design your own program of study	3.18	1.02	39	3.57	1.10	49	3.51	.82	45	3.76	.80	41
Student voice in College of Pharmacy policies	3.79	.80	39	3.65	.81	52	3.64	.97	44	3.86	.71	43
Academic calendar for this College	3.80	.82	40	4.04	.79	52	4.00	.82	46	4.12	.58	43
Test calendar for this College	3.05	.97	39	3.38	1.18	53	3.24	1.23	46	3.68	.93	44
Concern for you as an individual	3.92	.57	40	3.78	.86	51	3.96	.81	47	3.89	.75	44
Attitude of College TA's towards students	4.02	.58	40	4.09	.85	54	3.98	1.02	46	3.95	.65	43

Analyses of variance were carried out to determine whether there were differences in the ratings of the four student groups. A significant difference was found on the rating of availability of the courses the student wanted at the time the student could have taken them, $F(3,180)=3.40$, $p<.05$, with students in the sixth professional semester rating the item most favorably, and students in the fourth and third professional semester rating it least favorably.

Admissions and registration procedures. Nine items addressed students' satisfaction with admissions and registration procedures. The ratings for availability of financial aid information prior to enrolling were the lowest for this group of items, with ratings ranging between 3 (Neutral) and 3.5 (see Table 45 for means). The other items were rated above or near 4 (Satisfied). These items included: general admissions procedure, accuracy of College information received before enrolling, College catalog/admissions publications, availability of advisers, value of the information provided by advisers, interview procedures for pharmacy admission, general registration procedures, and billing and payment procedures.

Facilities. Five of the items addressed students' satisfaction with facilities. Students rated four of the items quite highly, with ratings above 4 (Satisfied). These items included: classroom facilities, laboratory facilities, student lounges in the College, and general condition of pharmacy buildings and grounds (see Table 46 for means). The

Table 45

Admission and Registration Procedures

Response	Third Professional Semester			Fourth Professional Semester			Fifth Professional Semester			Sixth Professional Semester		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
General admissions procedure	3.97	.68	38	4.04	.72	54	3.96	.72	47	3.89	.87	44
Availability of financial aid information prior to enrolling	3.00	.98	28	3.48	1.02	44	3.08	1.16	40	3.35	.98	34
Accuracy of college information you received before enrolling	3.79	.98	39	3.94	.82	53	3.74	.87	47	4.07	.55	43
College Catalog/admissions publications	3.87	.80	39	3.96	.79	52	3.89	.71	46	4.09	.48	43
Availability of advisers	4.05	.79	39	4.00	.66	51	4.11	.71	45	3.91	.75	43
Value of the information provided by your advisers	3.87	.93	38	3.88	.79	51	4.04	.80	45	3.98	.56	43
Interview procedures for pharmacy admission	3.95	.69	39	3.90	.79	53	3.66	.89	47	3.93	.66	44
General registration procedures	3.90	.78	40	3.92	.84	52	3.81	.99	47	3.93	.70	44
Billing and payment procedures	3.85	.71	39	4.10	.63	52	3.79	.86	47	4.05	.43	43

Table 46

Facilities

Response	Third Professional Semester			Fourth Professional Semester			Fifth Professional Semester			Sixth Professional Semester		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Classroom facilities	4.60	.59	40	4.67	.51	54	4.51	.58	47	4.43	.66	44
Laboratory facilities	4.60	.59	40	4.63	.52	54	4.47	.65	47	4.43	.66	44
Study areas	3.05	1.40	40	3.23	1.35	53	3.26	1.31	47	3.41	1.08	44
Student lounges in the College	4.25	.81	40	4.18	.78	54	4.08	.62	47	4.16	.68	44
General condition of Pharmacy buildings and grounds	4.45	.71	40	4.68	.47	54	4.30	.69	47	4.57	.54	44

item concerning study areas was rated somewhat lower with ratings ranging between 3 (Neutral) and 3.5. A significant difference was found across groups for the item concerning the general condition of pharmacy buildings and grounds, $F(3,181)=3.71$, $p<.05$. The highest rating was given by the fourth semester students and the lowest by the fifth semester students.

College activities. Students were asked to rate their satisfaction with 11 student activities. In general, these items were rated very highly (see Table 47 for means). Items receiving ratings above or near 4 (Satisfied) included: opportunities for personal involvement in college activities, student government--Pharmacy Council, opportunities for entertainment and recreation, opportunity to participate in college, state, and/or national pharmacy-sponsored activities or meetings, and this College in general. The remaining six items also received favorable ratings ranging between 3 (Neutral) and 4 (Satisfied). These items included: purpose for which student activity fees are used, personal security/safety of this campus, campus bookstore, availability of student housing, opportunities for student employment, and religious activities and programs.

Significant findings occurred on two analyses of variance for these items. Students differed in their ratings of opportunities for student employment, $F(3,151)=3.46$, $p<.05$, with sixth semester students rating the item most highly and fifth semester students rating it least highly. The rating of

Table 47

College Activities

Response	Third Professional Semester Mean	SD	N	Fourth Professional Semester Mean	SD	N	Fifth Professional Semester Mean	SD	N	Sixth Professional Semester Mean	SD	N
Purposes for which student activity fees are used	3.34	.81	38	3.26	.88	46	3.18	.90	44	3.34	.89	44
Personal security/safety of this campus	3.70	.82	40	3.90	.80	52	3.74	.79	47	3.84	.72	43
Campus bookstore	3.52	.88	40	3.63	.83	54	3.50	1.07	44	3.68	.86	44
Availability of student housing	3.36	1.04	25	3.44	1.10	43	3.09	1.18	33	3.48	.82	35
Opportunities for student employment	3.27	.91	33	3.58	.96	45	3.18	1.01	40	3.78	.79	37
Opportunities for personal involvement in College activities	4.18	.84	40	4.04	.75	51	4.02	.66	45	4.35	.53	43
Student government-Pharmacy Council	3.94	.66	37	3.92	.75	50	3.74	.76	43	3.81	.94	42
Religious activities and programs	3.70	.81	33	3.80	.67	44	3.32	.70	38	3.42	.55	38
Opportunities for entertainment and recreation	4.12	.79	40	4.15	.67	52	4.09	.70	45	4.30	.67	43
Opportunity to participate in college, state, and/or national pharmacy sponsored activities or meetings	3.92	.83	40	4.06	.76	48	4.00	.98	43	4.07	.70	44
This College in general	4.40	.63	40	4.36	.65	53	4.34	.52	47	4.50	.50	44

religious activities and programs also differed for the four groups, $F(3,149)=4.32$, $p<.01$, with fourth semester students rating this item most highly and fifth semester students giving it the lowest rating.

Academic advising system. Students were asked if they would prefer having an individual faculty adviser in contrast to the existing centralized system for academic advising. A majority of third semester students (54.1%) were in favor of this change, while a majority of students in the other three semesters were not. Table 48 contains the Ns and percentages.

College of Pharmacy Services

Usage. Students were asked if they had ever heard of or used 13 College of Pharmacy services. Most students had heard of these services, although they may not have used them. There were some differences in patterns of usage among the students in the four professional semesters. Tables 49 through 52 contain Ns and percentages.

A majority of students in all four semesters had used or parcitipated in academic advising services, College-sponsored social activities, the College's entering student orientation program for Bachelor of Science (BS) students, and copy services. A majority of students in the third, fourth, and sixth semesters had participated in student recreational activities as had almost half of the students in the fifth semester. Over 30% of the students in all four semesters had used financial aid services-College-sponsored scholarships, while over half of the students in the third, fourth, fifth and

Table 48

Item 33. This College currently uses a centralized system for academic advising. Would you prefer to have an individual faculty member assigned to you for academic advising?

Response	Semester				Total
	Third Professional Semester	Fourth Professional Semester	Fifth Professional Semester	Sixtn Professional Semester	
No	17 (45.9%)	29 (56.9%)	29 (63.0%)	27 (62.8%)	102 (57.6%)
Yes	20 (54.1%)	22 (43.1%)	17 (37.0%)	16 (37.2%)	75 (42.4%)
Total	37 (20.9%)	51 (28.8%)	46 (26.0%)	43 (24.3%)	177 (100.0%)

Note. All percentages are column percentages except for the last row.

Table 49

Third Professional Semester

Service	Usage			Total
	Have never heard of this service	Have not used this service	Have used this service	
Academic advising services	2 (5.0%)	11 (27.5%)	26 (65.0%)	39 (97.5%)
Personal counseling services	4 (10.0%)	22 (55.0%)	12 (30.0%)	38 (95.0%)
Career planning services	4 (10.0%)	27 (67.5%)	6 (15.0%)	37 (92.5%)
Undergraduate job placement	4 (10.0%)	27 (67.5%)	8 (20.0%)	39 (97.5%)
Professional placement service	7 (17.5%)	31 (77.5%)	0 (0.0%)	38 (95.0%)
Student recreational activities	0 (0.0%)	11 (27.5%)	27 (67.5%)	38 (95.0%)
College-sponsored social activities	0 (0.0%)	6 (15.0%)	33 (82.5%)	39 (97.5%)
College-sponsored Parents' Day	1 (2.5%)	18 (45.0%)	18 (45.0%)	37 (92.5%)
College entering student orientation program-BS students	2 (5.0%)	7 (17.5%)	28 (70.0%)	37 (92.5%)
Financial aid services-College-sponsored scholarships	1 (2.5%)	26 (65.0%)	12 (30.0%)	39 (97.5%)
Honors programs	1 (2.5%)	28 (70.0%)	8 (20.0%)	37 (92.5%)
Computer services	3 (7.5%)	25 (62.5%)	9 (22.5%)	37 (92.5%)
Copy services	2 (5.0%)	2 (5.0%)	36 (90.0%)	40 (100.0%)

Note. All percentages are based on an enrollment of 40 students.

Table 50

Fourth Professional Semester

Service	Usage			Total
	Have never heard of this service	Have not used this service	Have used this service	
Academic advising services	5 (9.2%)	7 (13.0%)	39 (72.2%)	51 (94.4%)
Personal counseling services	10 (18.5%)	20 (37.0%)	21 (38.9%)	51 (94.4%)
Career planning services	13 (24.1%)	30 (55.6%)	9 (16.8%)	52 (96.3%)
Undergraduate job placement	14 (25.9%)	35 (64.8%)	3 (5.6%)	52 (96.3%)
Professional placement service	15 (27.8%)	36 (66.7%)	1 (1.8%)	52 (96.3%)
Student recreational activities	2 (3.7%)	20 (37.0%)	30 (55.6%)	52 (96.3%)
College-sponsored social activities	1 (1.8%)	12 (22.2%)	38 (70.4%)	51 (94.4%)
College-sponsored Parents' Day	1 (1.8%)	27 (50.0%)	23 (42.6%)	51 (94.4%)
College entering student orientation program-BS students	5 (9.2%)	13 (24.1%)	34 (63.0%)	52 (96.3%)
Financial aid services-College-sponsored scholarships	4 (7.4%)	30 (55.6%)	19 (35.2%)	53 (98.1%)
Honors programs	6 (11.1%)	37 (68.5%)	7 (13.0%)	50 (92.6%)
Computer services	11 (20.4%)	32 (59.2%)	9 (16.7%)	52 (96.3%)
Copy services	2 (3.7%)	8 (14.8%)	40 (74.1%)	50 (92.6%)

Note. All percentages are based on an enrollment of 54.

Table 51
Fifth Professional Semester

Service	Usage			Total
	Have never heard of this service	Have not used this service	Have used this service	
Academic advising services	1 (2.1%)	7 (14.6%)	35 (72.9%)	43 (89.6%)
Personal counseling services	7 (14.6%)	23 (47.9%)	14 (29.2%)	44 (91.7%)
Career planning services	13 (27.1%)	26 (54.2%)	5 (10.4%)	44 (91.7%)
Undergraduate job placement	9 (18.8%)	34 (70.8%)	2 (4.2%)	45 (93.8%)
Professional placement service	6 (12.5%)	35 (72.9%)	2 (4.2%)	43 (89.6%)
Student recreational activities	3 (6.2%)	16 (33.3%)	23 (47.9%)	42 (87.5%)
College-sponsored social activities	1 (2.1%)	12 (25.0%)	31 (64.6%)	44 (91.7%)
College-sponsored Parents' Day	1 (2.1%)	20 (41.7%)	24 (50.0%)	45 (93.8%)
College entering student orientation program-BS students	1 (2.1%)	7 (14.6%)	36 (75.0%)	44 (91.7%)
Financial aid services-College-sponsored scholarships	1 (2.1%)	25 (52.1%)	18 (37.5%)	44 (91.7%)
Honors programs	4 (8.3%)	34 (70.8%)	6 (12.5%)	44 (91.7%)
Computer services	7 (14.6%)	25 (52.1%)	11 (22.9%)	43 (89.6%)
Copy services	3 (6.2%)	5 (10.4%)	36 (75.0%)	44 (91.7%)

Note. All percentages are based on an enrollment of 48.

Table 52

Sixth Professional Semester

Service	Usage			Total
	Have never heard of this service	Have not used this service	Have used this service	
Academic advising services	1 (2.3%)	12 (27.3%)	26 (59.1%)	39 (88.6%)
Personal counseling services	4 (9.1%)	23 (52.3%)	13 (29.5%)	40 (90.9%)
Career planning services	5 (11.4%)	25 (56.8%)	9 (20.4%)	39 (88.6%)
Undergraduate job placement	4 (9.1%)	28 (63.6%)	7 (15.9%)	39 (88.6%)
Professional placement service	4 (9.1%)	14 (31.8%)	20 (45.4%)	38 (86.4%)
Student recreational activities	2 (4.5%)	7 (15.9%)	30 (68.2%)	39 (88.6%)
College-sponsored social activities	11 (25.0%)	5 (11.4%)	33 (75.0%)	39 (88.6%)
College-sponsored Parents' Day	4 (9.1%)	10 (22.7%)	25 (56.8%)	39 (88.6%)
College entering student orientation program-BS students	1 (2.3%)	6 (13.6%)	30 (68.2%)	37 (84.1%)
Financial aid services-College-sponsored scholarships	4 (9.1%)	20 (45.4%)	15 (34.1%)	39 (88.6%)
Honors programs	2 (4.5%)	25 (56.8%)	10 (22.7%)	37 (84.1%)
Computer services	4 (9.1%)	29 (65.9%)	5 (11.4%)	38 (86.4%)
Copy services	3 (6.8%)	5 (11.4%)	31 (70.4%)	39 (88.6%)

Note. All percentages are based on an enrollment of 44.

almost half of the students in the sixth semester had heard of but not used them. Personal counseling services had been used by approximately 30% of students in the third, fifth, and sixth semesters and by almost 40% of students in the fourth semester, while over half of students in the third and sixth semesters, and almost half of students in the fifth semester had heard of but not used them. A majority of students in all four semesters had heard of but had not used career planning services, undergraduate job placement, honors programs, and computer services. A majority of students in the third, fourth, and fifth semesters had heard of but not used the professional placement service, while almost half of students in the sixth semester had used the service.

Satisfactions. Students were asked to rate their satisfaction with 13 College of Pharmacy services. The highest ratings were given to College-sponsored social activities, student recreational activities, College-sponsored Parents' Day, and the College's entering orientation program for BS students. These items were all rated near or above 4 (Satisfied). (See Table 53 for the means.) The remaining nine items received ratings between 3 (Neutral) and 4 (Satisfied): academic advising services, personal counseling, career planning services, undergraduate job placement service, professional placement service, financial aid services-College-sponsored scholarships, honors program, computer services, and copy services. There was a significant difference in the ratings for the four classes regarding the

Table 53

Satisfaction

Response	Third Professional Semester			Fourth Professional Semester			Fifth Professional Semester			Sixth Professional Semester		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Academic advising services	3.97	.71	31	3.91	.71	44	4.18	.79	39	3.88	.65	33
Personal counseling services	3.67	.91	21	3.74	.68	38	3.73	.83	30	3.75	.74	24
Career planning services	3.41	.85	22	3.61	.76	31	3.23	.86	26	3.59	.73	22
Undergraduate job placement service	3.04	.90	22	3.31	.74	26	3.31	.84	26	3.48	.66	23
Professional placement service	3.22	.81	18	3.24	.52	25	3.33	.83	27	3.87	.67	31
Student recreational activities	4.28	.59	29	4.02	.73	40	4.00	.65	34	4.08	.50	36
College-sponsored social activities	4.29	.80	34	4.02	.78	42	4.00	.71	37	4.26	.55	38
College-sponsored Parents' Day	4.18	.72	28	3.97	.84	36	4.19	.75	36	4.18	.67	34
College entering student orientation program-BS students	4.03	.75	31	4.05	.82	43	4.00	.72	43	4.03	.56	36
Financial aid services-college-sponsored scholarships	3.38	1.07	21	3.54	.98	35	3.62	1.01	32	3.58	.76	31
Honors programs	3.53	.77	19	3.47	.78	30	3.43	.69	30	3.48	.58	25
Computer services	3.67	.80	21	3.53	.76	32	3.63	.85	30	3.18	.39	22
Copy services	3.38	1.16	34	3.49	1.10	43	3.71	.97	42	3.78	.68	36

item of professional placement services, $F(3,97)=5.19$, $p<.01$, with the sixth semester students rating them most highly and the third semester students giving them the lowest rating.

Comments and Suggestions for the College of Pharmacy

Students were invited to offer comments and suggestions concerning the College of Pharmacy. A complete listing of the responses may be found in Table 54.

Of those students who responded to this question, the most frequent comment (mentioned by 29 students) was their satisfaction with the overall quality of the program, e.g., facilities, teaching assistants, and the relationship between faculty and students.

Twenty-six students thought that some of the required courses could be eliminated from the curriculum. Specifically, of these students, 20 thought Analytical Chemistry should not be a required course, four students thought Pharmaceutics II and III (lab only) were a "waste of time", one student thought that Pharmacognosy should not be required, and another student thought that Medicinal Chemistry was not a necessity.

In contrast to the elimination of certain required courses, 14 students suggested that various courses be made mandatory. Specifically, students thought that Pharmacotherapeutics (n=4), OTC (n=8) and Sterile Preparations (n=2) should be made required courses. In addition, 13 students suggested including more practical experience and business courses in the curriculum. Of these 13 students, eight desired more

Table 54

Question 35. If you wish to make comments or suggestions concerning the College of Pharmacy, please use the space provided below.

N	Comment
	Eliminate these courses as required:
20	Analytical Chemistry
4	Pharmaceutics II and III (lab only)
1	Pharmacognosy
1	Medicinal Chemistry
29	Satisfied with overall program, e.g., facilities, TAs, relationship between faculty and students
	Make these courses required:
4	Pharmacotherapeutics
8	OTC [over-the-counter medicines]
2	Sterile Pharmaceutical Preparations
	Change testing and grading system:
5	Eliminate getting a bell-shape distribution--it makes the tests picky and distorts the student's sense of what is important
5	Tests assess memory capacity or ability to catch trick questions
4	College should have own finals testing schedule
1	First and fourth semesters are imbalanced, trying to weed people [out] during first semester
	More business courses and practical experience:
4	More Management courses
1	Need more emphasis on Retail Pharmacy (dispensing, pharmacology, etc.)
1	Teach Clinical to those who want Clinical career; teach medicinal and analytical chemistry to those who want an industrial career
7	More practical experience in running a pharmacy, e.g., Rx labs

Table 54 (continued)

N	Comment
	Add these prerequisite courses:
2	Nutrition
1	Communication course
3	Typing
2	Foreign language
	Eliminate these prerequisite courses:
3	Economics
2	Physics
2	Calculus
	Increase the flexibility of the program:
4	Encourage students to take out-of-the-department courses
1	More liberal arts courses
	Rotations:
2	Improve communication between San Antonio and Austin
1	Students should be able to select their fifth and sixth semester sites
1	Fifth semester rotations should be more uniform as to requirements, e.g., timewise, presentations, etc.
1	Should not have to move to San Antonio
3	The sixth semester programs in Austin/San Antonio/ Galveston should be more alike
1	More information about various rotations should be provided
1	More attention should be put on the Clinical year

Table 54 (continued)

N	Comment
	Miscellaneous
1	More dosage forms and compounding (Phr I lab/Phr 133) in fourth semester
1	Curriculum too research oriented
1	Begin Clinical sequence earlier
1	Emphasize professor's ability to teach
1	Offer courses at more than one time
1	Establish a Nuclear Pharmacy program
1	Establish a Pediatric Pharmacy program
1	Establish a Pharmacogenetics program
2	Antibiotics should be covered more fully before fourth semester
1	Review classes of its computer services
1	Improve Pharmacy Law

practical experience in the management ("running") of a pharmacy, e.g., Rx labs, pharmacology, etc., while four students suggested including Management courses in the curriculum. One student thought the professional sequence should be organized into specialties.

Fifteen students suggested and/or commented that the testing and grading system should be changed. One suggestion was that the College of Pharmacy establish its own finals examination schedule (four students). Another five students suggested eliminating the use of a bell-shape distribution of grades. Relevant comments were: the type of testing used assessed memory capacity, the ability to catch trick questions and answer picky questions (five students). It was felt that this type of testing had a tendency to distort the student's sense of what was important to know. Another comment was that an imbalance existed in the difficulty of the first and fourth semesters; this imbalance was attributed by one student to an effort by the faculty to "weed out" some students.

Another category of suggestions was concerned with the elimination or addition of certain prerequisite courses. In regards to making certain courses prerequisites, three persons felt a typing course should be made a prerequisite course, two students suggested making a nutrition course required, while another two students suggested a foreign language requirement. In addition, a communication course was also mentioned as a possible prerequisite course. Several students suggested the elimination of prerequisite courses. Three persons felt that the prerequisite Economics course should be eliminated. Further, two persons suggested that the program not require

Physics, while the same number commented that Calculus could be removed from the prerequisite course list.

Another set of comments was concerned with the structure of the curriculum. Five students suggested that the Pharmacy program should be made more flexible so that students could be encouraged to take out-of-the department courses. One of these students felt more Liberal Arts courses were needed in order to make the potential pharmacist a more "well-rounded" individual.

Various suggestions and/or comments were made concerning the Clinical Rotation. For instance, three persons suggested that the sixth semester programs in Austin, San Antonio, and Galveston should be made more alike. Consistent with this suggestion, one person thought more information about the various rotations should be provided. Furthermore, one person stated that the fifth semester rotations should be more uniform as to requirements, e.g., timewise, in terms of presentations, etc. Two persons specifically recommended improving the communication between San Antonio and Austin. One student commented that the students should not have to move to San Antonio. Another person suggested that the students should be allowed to select their fifth and sixth semester sites. One general comment made by a student was that more attention should be given to the clinical year.

Various students made suggestions concerning particular course offerings or the general organization of the curriculum. These comments are available in the miscellaneous section of the table.

Fifth Semester Questionnaire

An additional questionnaire was administered to students in their fifth and sixth professional semesters (see Appendices B and C). This questionnaire addressed issues related to registration and orientation at the fifth semester site, academic matters, facilities and services at the site, and some general questions concerning the fifth semester experience. The representation of students at each of the three fifth semester sites appears in Table 55. The majority of students spent their fifth professional semester at San Antonio (57.0%), followed by Austin (32.2%), and Galveston (10.8%).

Table 55

Fifth Semester Sites

	N	%
Austin	30	32.2%
Galveston	10	10.8%
San Antonio	53	57.0%
Total	93	100.0%

Registration and orientation. Students rated their level of satisfaction with their registration and orientation experiences. For purposes of analysis, the items in this section and succeeding sections were coded 1 (Very dissatisfied) to 5 (Very satisfied). See Table 56 for the means on these items. Students were particularly satisfied with orientation to the clinical site and medical complex, orientation to rotation expectations upon arrival at the fifth

Table 56

Registration and Orientation-Fifth Semester

Item	Austin Mean	Austin SD	Austin N	Galveston Mean	Galveston SD	Galveston N	San Antonio Mean	San Antonio SD	San Antonio N
1. Introductory descriptions of clinical sites and complex lay-out prior to fifth semester.	3.66	1.04	29	2.89	1.05	9	3.30	1.15	50
2. Introductory descriptions of clinical sites and complex lay-out prior to sixth semester (if different than above site.)*	--	--	--	--	--	--	--	--	--
3. Explanation of clinical and rotation course requirements and expectations prior to fifth semester.	3.72	1.03	29	3.30	1.06	10	3.25	1.04	51
4. Explanation of clinical and rotation course requirements and expectations prior to sixth semester.	3.69	.85	13	3.50	.53	8	3.16	.95	32
5. Orientation to clinical site and medical complex upon arrival to fifth semester site.	4.11	.83	28	4.00	.82	10	3.67	1.01	51
6. Orientation to rotation expectations upon arrival to fifth semester site.	4.07	.84	29	3.90	.88	10	3.84	.92	51
7. Description of available student services prior to and upon arrival at fifth semester site.	3.77	.82	26	3.89	.93	9	3.82	.98	49
8. Description of available student services prior to sixth semester site (if different from above site.)	3.36	.92	11	3.83	.75	6	3.59	.96	22
9. Billing and fee payment procedures.	3.93	.59	29	4.00	.93	8	3.98	.75	49
10. Degree check procedures	4.28	.65	29	4.37	.74	8	4.15	.65	48
11. Availability of housing information.	3.58	.37	19	3.29	.90	7	2.82	1.07	40

*Data for this item are not reported due to an error in the wording of Item 2 on the survey.

semester site, the description of available student services prior to arrival to the fifth semester site, the billing and fee payment procedure, and the degree check service. The means for these items were all near or above 4 (Satisfied) on the five-point scale. The remaining items in this section were also rated favorably, with some means close to neutral but with most of the means between 3 (Neutral) and 4 (Satisfied). The items in this group were: introductory descriptions of clinical sites and complex lay-out prior to fifth semester, introductory descriptions of clinical site and complex lay-out prior to sixth semester (if different), explanation of clinical and rotation course requirements and expectations prior to fifth semester, explanation of clinical and rotation course requirements and expectations prior to sixth semester, description of available student services prior to sixth semester site, and availability of housing information.

A series of analyses of variance was carried out to ascertain whether students at the three sites differed in their ratings. There was a significant difference on only one item in this group, availability of housing information, $F(2,85)=4.24$, $p<.05$, with students at the San Antonio site being least satisfied with the availability of housing information and students at the Austin site being most satisfied.

Academic experiences. Students also rated their academic experiences at the three sites. See Table 57 for means. The most highly rated items were: availability of course

Table 57

Academic Concerns-Fifth Semester

Item	Austin			Galveston			San Antonio		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
1. Availability of course instructors.	4.13	.73	30	3.90	1.37	10	3.90	.77	52
2. Availability of site coordinator for fifth semester.	4.17	.75	30	4.00	1.25	10	3.76	.89	51
3. Quality of interactive TV broadcasts and tapes.	3.80	.96	30	3.10	1.52	10	3.10	1.19	51
4. Availability of taped lectures.	4.17	.75	30	3.00	1.33	10	3.94	.71	50
5. Attitude of teaching faculty toward dispersed students.	3.97	.85	30	3.50	1.35	10	3.79	.70	52
6. Adequacy of required courses deemed available at site.	4.23	.63	30	4.11	.78	9	3.86	.70	50
7. Availability of specialty electives.	3.81	.88	27	4.00	.93	8	3.09	.90	45
8. Class size relative to type of course.	4.50	.51	30	4.33	1.00	9	4.17	.47	52
9. Testing grievance procedures.	3.73	.91	30	3.57	1.27	7	3.43	1.08	51
10. Grading grievance procedures.	3.76	.95	29	2.57	1.27	7	3.23	1.13	48
11. Flexibility to design your own clinical rotation program fifth semester.	2.83	1.03	23	4.10	.88	10	3.05	1.10	42
12. Flexibility of time to start or finish program earlier or later than scheduled.	3.16	1.01	19	3.78	.97	9	3.13	.93	38
13. Means of grievance about clinical faculty.	3.46	.92	28	3.33	.82	6	3.33	.76	46
14. Means of evaluating clinical program.	3.73	.74	30	3.90	.88	10	3.23	.97	48

instructors, availability of site coordinator, attitude of teaching faculty toward dispersed students, adequacy of required courses deemed available at the site, and class size relative to type of course. All of these items had means near or above 4 (Satisfied). The remaining items were also rated favorably, with most means between 3 (Neutral) and 4 (Satisfied). These items were: quality of interactive TV broadcasts and tapes, avalability of taped lectures, availability of specialty electives, testing grievance procedures, grading procedures, flexibility to design your own clinical rotation program fifth semester, flexibility of time to start or finish program earlier or later than scheduled, and means of evaluating clinical program. The item receiving the lowest mean rating concerned the means of grievance about clinical faculty, with mean ratings between 3 (Neutral) and 3.5.

A series of analyses of variance was carried out to test for differences among means for students at the three sites. Significant differences were found on several items. There was a significant difference in the rating of the quality of interactive TV broadcasts and tapes, $F(2,88)=3.68$, $p<.05$, with Austin students rating this item higher than the other two groups. There was also a significant difference on the analyses of the item concerning the availability of taped lectures, $F(2,87)=7.86$, $p<.001$, with the mean for Austin students highest, followed closely by the San Antonio mean, and with the mean for students at the Galveston site much lower. In

addition, the availability of specialty electives was rated differently at the three sites, $F(2,77)=7.38$, $p<.01$, with the highest mean achieved at the Galveston site followed closely by the Austin rating, and with the San Antonio mean much lower. The rating of class size relative to type of course also differed for the three sites, $F(2,88)=3.34$, $p<.05$, with Austin receiving the highest mean and San Antonio the lowest. The three sites differed in ratings on the item concerning flexibility to design their own clinical rotation program fifth semester, $F(2,72)=5.31$, $p<.01$, with Galveston receiving the highest mean rating, and Austin and San Antonio receiving lower ratings. Finally, the three sites received significantly different ratings concerning means of evaluating clinical programs, $F(2,85)=4.24$, $p<.05$. Galveston rated the highest, followed by Austin and then San Antonio.

Facilities. Facilities at the three sites were also rated. See Table 58 for means. The highest ratings were obtained on the items concerning study areas, student lounge or union, campus bookstore, library facilities, and conference room or offices. All of these items received mean ratings near or above 4 (Satisfactory). The ratings for classroom facilities and athletic facilities varied somewhat more, but all means were above 3 (Neutral), and half were over 4 (Satisfactory). The lowest ratings were obtained in the item concerning parking, with means for the three locations near or slightly above 3 (Neutral).

Table 58

Facilities-Fifth Semester

Item	Austin Mean	Austin SD	Austin N	Galveston Mean	Galveston SD	Galveston N	San Antonio Mean	San Antonio SD	San Antonio N
1. Classroom facilities.	4.24	.69	29	3.20	1.32	10	4.21	.57	52
2. Study areas.	3.69	1.04	29	3.90	.99	10	4.00	.80	51
3. Student lounge or union.	4.14	.65	28	4.00	.87	9	3.74	.92	47
4. Campus bookstore.	3.78	.89	27	3.75	.89	8	3.90	.74	50
5. Library facilities.	4.14	.92	29	4.50	.71	10	4.39	.53	51
6. Athletic facilities fifth semester	3.75	.85	24	4.29	.49	7	3.42	1.03	43
7. Conference room or offices.	3.97	.59	27	3.89	1.05	9	3.83	.73	47
8. Parking.	2.52	1.45	29	2.75	.71	8	3.14	1.21	50

Significant differences were found among the three groups for two of the items. Students at Galveston rated the classroom facilities significantly lower than did the students at Austin and San Antonio, $F(2,88)=8.99$, $p<.001$. In addition, ratings for athletic facilities differed for the three sites, $F(2,71)=2.98$, $p<.06$, with the Galveston site receiving the highest rating and San Antonio the lowest.

Services. Students also rated a variety of services at the three sites. See Table 59 for means. The Student Health Center received the highest means in this group of items, with means for all three sites near 4 (Satisfactory). Most of the means for the remaining items concerning services were slightly lower, with almost all means between 3 (Neutral) and 4 (Satisfactory). The remaining items included: student health insurance, student housing, and opportunities for student employment, transportation to and from campus, and the availability of central campus newspapers and announcements.

Analyses of variance were conducted on these items, and significant differences were found among the ratings of the three sites on two of the items. Austin received the highest mean rating on transportation to and from campus and Galveston the lowest, $F(2,71)= 7.63$, $p<.001$. Austin also received the highest mean rating regarding availability of central campus newspapers and announcements, followed by San Antonio and then Galveston, $F(2,78)=5.44$, $p<.01$.

General concerns. The last group of items covered a variety of student concerns. See Table 60 for means. The

Table 59

Services-Fifth Semester

Item	Austin Mean	Austin SD	Austin N	Galveston Mean	Galveston SD	Galveston N	San Antonio Mean	San Antonio SD	San Antonio N
1. Student Health Center	3.93	.55	27	3.70	.67	10	3.69	.85	45
2. Student Health insurance	3.42	.69	19	3.71	.49	7	3.51	.84	41
3. Transportation to and from campus	4.11	.58	27	3.14	.69	7	3.37	.98	40
4. Student housing.	3.40	.74	15	3.29	.76	7	3.27	.96	37
5. Opportunities for student employment	3.56	.78	18	3.43	.79	7	3.05	.89	39
6. Availability of central campus newspapers and announcements.	4.15	.67	26	3.37	.92	8	3.57	.83	47

Table 60

General Concerns-Fifth Semester

Item	Austin Mean	Austin SD	Austin N	Galveston Mean	Galveston SD	Galveston N	San Antonio Mean	San Antonio SD	San Antonio N
1. Student voice in college policies.	3.52	.80	27	3.86	.90	7	3.19	.89	42
2. Purposes for which student activity fees are used.	3.54	.64	28	3.50	.76	8	2.88	1.01	49
3. Personal security/safety of this campus.	3.93	.75	29	2.89	.93	9	3.94	.65	50
4. Opportunities for personal involvement in campus activities.	3.89	.64	27	3.33	.87	9	3.20	.84	45
5. General organization of entire site curriculum fifth semester.	3.80	.76	30	3.80	1.14	10	3.67	.86	51
6. Attitude of other health professional students and staff toward pharmacy students.	4.03	.81	30	4.10	.57	10	3.45	.91	49
7. Time spent for individual instruction or advising.	3.90	.76	30	3.80	1.03	10	3.69	.88	48
8. Reliability of instructor to attend scheduled appointments on time.	3.97	.85	30	3.50	1.27	10	4.08	.60	50

highest means in this group were obtained on general organization of entire site curriculum fifth semester, time spent for individual instruction or advising, and reliability of instructor to attend scheduled appointments on time, with the means of these items near 4 (Satisfactory). There was a wider range of ratings on the remaining items in this group, with mean ratings occurring slightly below 3 (Neutral) to slightly above 4 (Satisfactory). These items included: student voice in college policies, purposes for which student activity fees are used, personal security/safety on campus, opportunities for personal involvement in campus activities, and attitude of other health professional students and staff toward pharmacy students.

Significant differences were found on four of these items. Austin and Galveston received comparable ratings on the item concerning the purposes for which student activity fees are used, with San Antonio receiving a lower rating, $F(2,82)=5.60$, $p<.01$. Personal security/safety was rated comparably for Austin and San Antonio, but the mean rating for Galveston was much lower, $F(2,85)=8.65$, $p<.001$. The item concerning opportunities for personal involvement in campus activities was rated highest by Austin students and lowest by the San Antonio students, $F(2,78)=6.63$, $p<.01$. Finally, a significant difference was found concerning the attitude of other health professional students and staff toward pharmacy students, with Austin and Galveston receiving comparable ratings, and San Antonio receiving a lower mean rating, $F(2,86)=5.54$, $p<.01$.

Sixth Semester Student Questionnaire

A third questionnaire was administered to sixth semester students (see Appendix C). This questionnaire also addressed issues concerning registration and orientation, academic matters, facilities, services, and general concerns. The representation of the sixth semester students at various sites appears in Table 61. Over 56% of sixth semester students were receiving their sixth professional semester at the San Antonio site and over 27% were at the Austin site. Table 62 provides information concerning the fifth semester site for the sixth semester students. Most of the students at Austin for their sixth semester spent their fifth semester at Austin. All of the Galveston and San Antonio students spent their fifth semester at the same sites they are now attending, while the three sixth semester students in Dallas had been in Austin for their fifth semester. Of the two students at other sites for their sixth semester, one attended Galveston and one attended San Antonio for the fifth semester.

Table 61

Sixth Semester Sites

	N	%
Austin	13	27.1%
Galveston	3	6.3%
San Antonio	27	56.3%
Dallas	3	6.3%
Other	2	4.2%
Total	48	100.2%

Table 62

Fifth Semester Sites Attended by 48 Sixth Semester Students

Fifth Semester Sites	Sixth Semester Sites									
	Austin		Galveston		San Antonio		Dallas		Other	
	N	%	N	%	N	%	N	%	N	%
Austin	11	84.6%	0	0.0%	0	0.0%	3	100.0%	0	0.0%
Galveston	1	7.7%	3	100.0%	0	0.0%	0	0.0%	1	50.0%
San Antonio	1	7.7%	0	0.0%	27	100.0%	0	0.0%	1	50.0%
Total	13	100.0%	3	100.0%	27	100.0%	3	100.0%	2	100.0%

Registration and orientation. The ratings concerning registration and orientation were quite varied. See Table 63 for means. The means for the item concerning orientation to clinical site and medical complex upon arrival to the sixth semester site ranged from 2 (Dissatisfied) at the Dallas site to near 4 (Satisfied) at Austin. The Dallas site was also rated lower than the other sites on the item concerning orientation to rotation expectations upon arrival to the sixth semester site.

Academic. The ratings on the availability of the site coordinator for the sixth semester ranged from below 3 (Neutral) to over 4 (Satisfactory), with Dallas receiving the lowest mean rating and Austin the highest. See Table 64 for means. A wide range in the ratings was also obtained on the item concerning the flexibility to design one's own community, clinical, or hospital rotation program for the sixth semester, with the lowest mean rating obtained at the Dallas site and the highest rating obtained at Galveston.

Facilities. Ratings were also made of facilities. See Table 65 for means. Most of the means for this group of items were near or above 4 (Satisfactory), including classroom facilities, study areas, student lounge or union, campus bookstore, library facilities, athletic facilities, and conference rooms or offices. Students at the Galveston site tended to give somewhat lower ratings than the other students. The only item for which ratings were generally lower across sites was the item concerning parking, where the means were at

Table 63

Registration and Orientation-Sixth Semester

Item	Austin Mean	Austin SD	Austin N	Galveston Mean	Galveston SD	Galveston N	San Antonio Mean	San Antonio SD	San Antonio N	Dallas Mean	Dallas SD	Dallas N	Other Mean	Other SD	Other N
1. Orientation to clinical site and medical complex upon arrival to sixth semester site.	3.92	.86	13	3.33	.58	3	3.62	.85	26	2.00	0.00	2	3.00	1.41	2
2. Orientation to rotation expectation upon arrival to sixth semester site.	4.00	1.00	13	4.00	0.00	3	3.76	.93	25	2.67	1.15	3	4.00	0.00	2

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Table 64

Academic Concerns-Sixth Semester

Item	Austin Mean	Austin SD	Austin N	Galveston Mean	Galveston SD	Galveston N	San Antonio Mean	San Antonio SD	San Antonio N	Dallas Mean	Dallas SD	Dallas N	Other Mean	Other SD	Other N
1. Availability of site co-ordinator for sixth semester.	4.08	.95	13	3.00	2.00	3	3.65	.98	26	2.67	2.08	3	3.50	.71	2
2. Flexibility to design your own community, clinical, or hospital rotation program sixth semester.	3.92	1.04	13	4.33	1.15	3	4.00	.66	24	2.67	1.15	3	3.50	.71	2

Table 65

Facilities-Sixth Semester

Item	Austin Mean	Austin SD	Austin N	Galveston Mean	Galveston SD	Galveston N	San Antonio Mean	San Antonio SD	San Antonio N	Dallas Mean	Dallas SD	Dallas N	Other Mean	Other SD	Other N
1. Classroom facilities.	4.25	.62	12	3.00	0.00	2	4.22	.74	23	--	--	--	3.50	.71	2
2. Study areas.	4.08	.67	12	3.00	0.00	1	3.95	1.09	22	5.00	0.00	1	4.00	0.00	1
3. Student lounge or union.	4.08	.76	13	3.00	0.00	1	3.89	.99	19	--	--	--	4.00	0.00	1
4. Campus bookstore.	3.92	.64	13	3.00	0.00	1	4.17	.58	23	--	--	--	4.00	0.00	1
5. Library facilities.	3.92	.76	13	4.50	.71	2	4.50	.59	24	3.00	0.00	1	3.50	.71	2
6. Athletic facilities.	3.67	.65	12	3.50	.71	2	3.67	1.14	18	--	--	--	4.00	0.00	1
7. Conference rooms or offices.	3.91	.54	11	3.00	0.00	2	4.00	.79	20	--	--	--	3.50	.71	2
8. Parking.	3.31	1.18	13	3.67	.58	3	3.00	1.29	24	5.00	0.00	1	3.00	0.00	2

or near 3 (Neutral) for Austin, San Antonio, and the Other category.

Services. Ratings for student services were also made. See Table 66 for means. Most means were near or above 4 (Satisfactory), including the Student Health Center, student health insurance, transportation to and from campus, availability of professional placement service, and graduation information. Student housing and the opportunity for student employment, however, received somewhat lower ratings than the other items, particularly at Austin and San Antonio, the two sites attended by the highest number of sixth semester students. Also, availability of central campus newspapers and announcements was rated somewhat lower by San Antonio students.

General concerns. The ratings on general concerns in the sixth semester ranged from 2 (Dissatisfied) to above 4 (Satisfactory). See Table 67 for means. The items receiving the most consistently high ratings were: personal security/safety for this campus, reliability of regional coordinator/instructor to attend scheduled appointments on time, and means of evaluating community and hospital preceptors. Most of the means for these items were near or above 4 (Satisfactory). These items were followed in general level of consensus by opportunities for personal involvement in campus activities and attitudes of other health professionals and staff toward pharmacy students. The two items receiving consistently lower ratings were: student

Table 66

Services-Sixth Semester

Item	Austin Mean	Austin SD	Austin N	Galveston Mean	Galveston SD	Galveston N	San Antonio Mean	San Antonio SD	San Antonio N	Dallas Mean	Dallas SD	Dallas N	Other Mean	Other SD	Other N
1. Student Health Center.	3.92	.64	13	4.00	0.00	1	3.72	.83	18	--	--	--	4.00	0.00	1
2. Student Health insurance.	3.70	.67	10	4.00	0.00	1	3.78	.88	18	3.00	0.00	2	4.00	0.00	2
3. Transportation to and from campus.	3.83	.58	12	3.50	.71	2	3.82	.81	17	--	--	--	3.00	1.41	2
4. Student housing.	3.29	.95	7	3.50	.71	2	3.44	1.04	18	--	--	--	4.00	0.00	2
5. Opportunity for student unemployment.	3.45	.82	11	3.00	0.00	1	3.12	1.09	16	4.00	0.00	1	3.50	.71	2
6. Availability of professional placement services.	4.25	.45	12	3.50	.71	2	3.83	.72	23	5.00	0.00	1	4.00	0.00	2
7. Graduation information.	4.38	.51	13	4.00	0.00	3	3.69	1.01	26	4.33	.58	3	4.00	0.00	2
8. Availability of central campus newspapers and announcements.	3.85	.55	13	3.50	.71	2	3.36	.95	25	5.00	0.00	1	4.00	0.00	1

Table 67

General Concerns-Sixth Semester

Item	Austin			Galveston			San Antonio			Dallas			Other		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
1. Student voice in College policies.	3.09	.28	13	3.00	0.00	1	3.12	.93	17	3.00	0.00	1	2.50	.71	2
2. Purposes for which student activity fees are used.	3.31	.48	13	3.00	0.00	1	3.00	1.04	23	--	--	--	3.00	0.00	2
3. Personal security/ safety of this campus.	3.69	.63	13	2.00	0.00	3	3.91	.60	23	--	--	--	--	--	--
4. Opportunities for personal involvement in campus activities.	3.54	.52	13	3.50	.71	2	3.40	.60	20	5.00	0.00	1	4.00	0.00	1
5. General organization of entire site curriculum fifth semester.*	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
6. Attitude of other health professionals and staff toward pharmacy students in externship practice sites.	3.37	1.01	13	4.00	0.00	3	3.60	.96	25	3.33	.58	3	3.50	.71	2
7. Time spent with regional coordinator/instructor for individual instruction or advising.	4.00	1.00	13	3.67	1.15	2	3.42	.88	24	2.00	0.00	2	3.50	.71	2
8. Reliability of regional coordinator/instructor to attend scheduled appointments on time.	4.08	.95	13	3.00	2.00	3	3.79	.83	24	4.33	.58	3	3.50	.71	2
9. Means of evaluating community and hospital preceptors.	4.31	.63	13	3.67	1.15	3	4.00	.65	25	4.00	1.00	3	3.50	.71	2

*Data for this item are not reported due to an error in the wording of Item 5 on the survey.

voice in College policies and purposes for which student activity fees are used. These items were rated near 3 (Neutral). The ratings on the remaining three items were somewhat more variable. Austin students rated the time spent with the regional coordinator/instructor for individual instruction or advising more highly than did students at the other sites.

Summary

The results of the 1982 survey of students have been presented earlier. We will now summarize briefly the main findings of the survey.

The respondents to the survey were fairly evenly divided among the four professional semesters. Most of the students were between the ages of 21 and 27. A majority of respondents were white, with 24.2% Mexican American, 8.8% oriental, and 1.6% black. Over 60% of the students were female. Almost three-fourths of the students were unmarried, and most of them had no children. Most students were not employed or had only occasional jobs. At least half of employed students in the fourth and sixth semesters are in pharmacy-related employment, in contrast to students in the third and fifth semester, who are mainly employed in nonpharmacy-related jobs.

Most students were attending the University full time. The most frequently mentioned reasons for attending the University were: location, type of program available, and academic reputation. Over three-fourths of the students attended a four-year college or university before entering the College of

Pharmacy. Pharmacy was the first career choice for the majority of students, and a majority of students indicated that if they could start college over, they would definitely choose to attend this College of Pharmacy. Most students did not have another degree when they entered the program. In response to a question about source of funds, a majority of students indicated that parents or relatives were a major source, while summer employment was a major or minor source of funds for almost two-thirds of the students. Student loans and employment at College were not sources of funds for a majority of students.

Over four-fifths of students are involved in LPhA. Other organizations in which students were involved included: the Pharmacy Council, Kappa Psi, Kappa Epsilon, and Rho Chi. Less than one-half of students indicated that they had been an officer in the listed organizations, and almost half indicated that they had been a committee member. Almost two-fifths of students indicated they were involved in the University Honor Society, and about one-fifth reported that they were involved in a social fraternity or organization. Few students had been an officer in a University organization, while over one-fifth indicated that they had been a committee member. Less than one-fifth of students plan to continue their education toward another degree, with a majority of those planning continuing education listing general self-improvement as the major reason. A majority of students planned to obtain a bachelor's degree as their highest degree. Students were fairly evenly

divided in their preference for community retail independent practice, community retail chain practice, and hospital practice upon graduation.

Students were asked to rate 10 prepharmacy courses and 13 pharmacy courses in terms of degree of preparation provided. The highest rated prepharmacy courses were Human Physiology, General Chemistry, Organic Chemistry, Biology, and General Microbiology. The highest rated pharmacy courses were: Pharmacology, Prescription Dispensing Laboratory, Clinical Pharmacy (lecture), Clinical Pharmacy (rotation), Externship (Community and Hospital Practice), Pharmaceutics, Pharmaceutical Jurisprudence and Ethics, and Medicinal Chemistry.

Students were also asked to rate 15 aspects of academic life at the University. The highest ratings occurred for out-of-class availability of the instructor, attitudes of the faculty toward students, attitudes of College's nonteaching staff toward students, preparation received for professional practice, availability of the courses student wanted at the time the student could have taken them, academic calendar for this College, concern for the student as an individual, and attitude of College TA's toward students.

Most of the nine items concerning admissions and registration procedures were rated rather highly. These included general admissions procedure, accuracy of College information received before enrolling, College catalog/admissions publications, availability of advisers,

value of the information provided by advisers, interview procedures for pharmacy admission, general registration procedures, and billing and payment procedures.

Students indicated that they were satisfied with four of the five items covering facilities. These included: classroom facilities, laboratory facilities, student lounges in the College, and general condition of pharmacy buildings and grounds. However, the item concerning study areas was rated somewhat lower than the others.

Students were asked to rate their satisfaction with 11 student activities. The items receiving the highest ratings included opportunities for personal involvement in College activities, student government-Pharmacy Council, opportunities for entertainment and recreation, opportunity to participate in College, state, and/or national pharmacy-sponsored activities or meetings, and this College in general.

In response to a question concerning the academic advising system, a majority of third semester students were in favor of a change to an individual faculty adviser in contrast to the existing centralized system for academic advising. However, a majority of students in the other three semesters were not in favor of this change.

Students were asked if they had ever heard of or used 13 College of Pharmacy services. Most students had heard of these services, although they may not have used them. A majority of students in all four semesters had used or participated in

academic advising services, College-sponsored social activities, the College entering student orientation program for BS students, and copy services. A majority of students in the third, fourth, and sixth semesters, and almost half of the students in the fifth semester, had participated in student recreational activities.

Students were also asked to rate satisfaction with 13 College of Pharmacy services. The highest ratings were given to College-sponsored social activities, student recreational activities, College-sponsored Parents' Day, and College entering orientation program for BS students.

Students were invited to offer comments and suggestions concerning the College of Pharmacy. Students commented on their satisfaction with the overall quality of the program, required and nonrequired courses, the testing and grading system, prerequisite courses, the structure of the curriculum, Clinical Rotation, particular course offerings, and the general organization of the curriculum.

An additional questionnaire was administered to students in their fifth and sixth professional semesters. The majority of students spent their fifth professional semester at San Antonio, followed by Austin and Galveston. Students rated their level of satisfaction with their registration and orientation experiences. They indicated that they were particularly satisfied with orientation to the clinical site and medical complex, orientation to rotation expectations upon arrival at the fifth semester site, the description of

available student services prior to arrival at the fifth semester site, the billing and fee payment procedure, and the degree check service. The most highly rated items concerning academic experiences were: availability of course instructors, availability of site coordinator, attitude of teaching faculty toward dispersed students, adequacy of required courses deemed available at the site, and class size relative to type of course. The highest ratings concerning facilities were obtained for study areas, student lounge or union, campus bookstore, library facilities, and conference room or offices. The most highly rated student service was the Student Health Center. The most highly rated items in a group of items concerning general concerns included: general organization of entire site curriculum in the fifth semester, the time spent for individual instruction or advising, and the reliability of the instructor to attend scheduled appointments on time.

A third questionnaire was administered to sixth semester students. Over one-half of sixth semester students were receiving their sixth professional semester at the San Antonio site, and almost one-third were at the Austin site, with the remainder of students divided between Galveston, Dallas, and other sites. The ratings concerning registration and orientation were quite varied, including orientation to clinical site and medical complex upon arrival at the sixth semester site, and orientation to rotation expectations upon arrival at the sixth semester site. A wide range of ratings was

also obtained on the two academic items: availability of the site coordinator and flexibility to design one's own community, clinical, or hospital rotation program in the sixth semester. Highly rated items concerning facilities included: classroom facilities, study areas, student lounge or union, campus bookstore, library facilities, athletic facilities, and conference rooms or offices. The highest rated student services included Student Health Center, student health insurance, transportation to and from campus, availability of professional placement service, and graduation information. In regard to general concerns of sixth semester students, the items receiving the most consistently high ratings were: personal security/ safety of this campus, reliability of regional coordinator/instructor for this campus, reliability of regional coordinator/instructor to attend scheduled appointments on time, and means of evaluating community and hospital preceptors.

Appendix

Appendix A

College of Pharmacy Accreditation Student Questionnaire

COLLEGE OF PHARMACY ACCREDITATION
STUDENT QUESTIONNAIRE

Background Information

1. Age
   - ____(1) 18 or under
   - ____(2) 19
   - ____(3) 20
   - ____(4) 21
   - ____(5) 22
   - ____(6) 23
   - ____(7) 24 or 25
   - ____(8) 26 or 27
   - ____(9) 28 or 29
   - ____(10) 30 or older

2. Racial/Ethnic group
   - ____(1) Afro-American/Black
   - ____(2) American Indian or Alaskan Native
   - ____(3) Caucasian-American/White
   - ____(4) Mexican-American/Chicano
   - ____(5) Asian-American, Oriental or Pacific Islander
   - ____(6) Puerto Rican, Cuban or other Hispanic origin

3. Sex
   - ____(1) Male
   - ____(2) Female

4. Indicate your class level at this College
   - ____(1) 3rd professional semester
   - ____(2) 4th professional semester
   - ____(3) 5th professional semester
   - ____(4) 6th professional semester
   - ____(5) Pharm D student R1
   - ____(6) Pharm D student R2
   - ____(7) Pharm D student R3

5. Marital Status
   - ____(1) Unmarried (including, Single, Divorced and Widowed)
   - ____(2) Married
   - ____(3) Separated
   - ____(4) Prefer not to respond

6. Children
   - ____(1) 0
   - ____(2) 1
   - ____(3) 2
   - ____(4) 3
   - ____(5) 4 or more

7. Indicate the number of hours per week you are currently employed. INTERNSHIP IS NOT CONSIDERED EMPLOYMENT.
   ____ (1) 0 or only occasional jobs
   ____ (2) 1 to 10
   ____ (3) 11 to 20
   ____ (4) 21 to 30
   ____ (5) 31 to 40
   ____ (6) over 40

8. Is this job pharmacy related?
   ____ (1) No
   ____ (2) Yes

9. What is your current enrollment status at this University?
   ____ (1) Full-time student (at least 12 semester hours for fall/9 semester hours for summer)
   ____ (2) Part-time student

10. Are you a U.S. citizen?
   ____ (1) No
   ____ (2) Yes

11. What is your residence classification at this University?
   ____ (1) In-state student
   ____ (2) Out-of-state student
   ____ (3) International student (not a U.S. Citizen)

12. What were your primary reasons for attending this college? (Check as many as apply)
   ____ (1) Cost
   ____ (2) Admission standards
   ____ (3) Size
   ____ (4) Social atmosphere
   ____ (5) Location
   ____ (6) Type of program available
   ____ (7) Academic reputation
   ____ (8) Availability of scholarship or financial aid
   ____ (9) Advice of parents or relatives
   ____ (10) Advice of high school personnel
   ____ (11) To be with friends
   ____ (12) Advice of a pharmacist
   ____ (13) Other (indicate)

13. What type of school did you attend just prior to entering the College of Pharmacy?
   ____ (1) 2 year Community or Junior College
   ____ (2) 4 year College or University
   ____ (3) Graduate/professional College
   ____ (4) Another College of Pharmacy
   ____ (5) Other (indicate)

14. Was Pharmacy your first career choice?
   ____ (1) Yes
   ____ (2) No (please specify) _____

15. If you could start College over, would you choose to attend this College of Pharmacy?

____(1) Definitely yes
____(2) Probably yes
____(3) Uncertain
____(4) Probably no
____(6) Definitely no

16. How many semesters (including summer sessions) have you attended the College of Pharmacy (professional sequence only)?

____(1) 3
____(2) 4
____(3) 5
____(4) 6
____(5) 7
____(6) 8
____(7) 9
____(8) 10

17. How much time has elasped from the time you graduated from high school?

____(1) 2 years
____(2) 3 years
____(3) 4 years
____(4) 5 years
____(5) 6 years
____(6) 7 years
____(7) 8 years
____(8) 9 years
____(9) 10 years or more

18. Did you have another degree when you entered this program?

____(1) No
____(2) Associate
____(3) Bachelors
____(4) Masters
____(5) Other (please specify) _____

19. Indicate whether each of the following is a major source, minor source, or not a source of funds for your college education.

	Major source	Minor source	Not a source
a. Parents or relatives	1	2	3
b. Personal savings	1	2	3
c. Summer employment	1	2	3
d. Employment at college	1	2	3
e. College work study	1	2	3
f. Spouse	1	2	3
g. VA benefits	1	2	3
h. Social Security benefits	1	2	3
i. Student loans (NDSL, etc.)	1	2	3
j. College of Pharmacy scholarships	1	2	3
k. Other university scholarships	1	2	3
l. Educational grants (BEOG, SEOG)	1	2	3
m. College of Pharmacy loans	1	2	3

20. In which of the following College organizations are you involved?
(Check as many as apply)

____(1) LPhA
____(2) Pharmacy Council
____(3) Kappa Psi
____(4) Kappa Epsilon
____(5) Phi Delta Chi
____(6) Rho Chi
____(7) Student Chapter TSHP
____(8) MAAPS
____(9) Other (please specify)

21. Are you now or have you ever been an officer in any of the organizations in Item 20?

____(1) No
____(2) Yes

22. Are you now or have you ever been a committee member in any of the organizations in Item 20?

____(1) No
____(2) Yes

23. In which of the following University organizations are you involved?

____(1) social fraternity or organization
____(2) social sorority or organization
____(3) university wide student committee (please specify)
____(4) university wide standing committee (please specify)
____(5) University Honor Society (please specify)
____(6) Other (please specify)

24. Are you now or have you ever been an officer in any of the organizations in Item 23?

____(1) No
____(2) Yes

25. Are you now or have you ever been a committee member in any of the organizations in Item 23?

____(1) No
____(2) Yes

26. Do you plan to continue your education toward another degree?

____(1) No
____(2) Yes
____(3) Uncertain at this time

27. If you do plan to continue your education toward another degree, what is the major reason?
(Check only one blank)

____(1) To satisfy job/career requirements
____(2) To learn a new occupation
____(3) To increase earning power
____(4) For general self-improvement
____(5) Other _____

28. What is the highest degree you plan to obtain?

____(1) Bachelor's Degree
____(2) Master's Degree
____(3) Ph.D.
____(4) Pharm. D.
____(5) M.D.
____(6) D.D.S.
____(7) J.D.
____(8) Other (please specify) _____

29. At this time which area of pharmacy practice would you prefer to enter upon graduation?

____(1) community retail independent
____(2) community retail chain (more than 4 stores)
____(3) hospital pharmacy
____(4) industry sales
____(5) industry research
____(6) state/federal/professional agency or organization
____(7) pharmacy education

30. The following required pre-pharmacy courses (or series of courses– prepared me well for pharmacy school.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
Biology	1	2	3	4	5	NA
Human Physiology	1	2	3	4	5	NA
General Chemistry	1	2	3	4	5	NA
English Composition	1	2	3	4	5	NA
Math (Pre-calculus)	1	2	3	4	5	NA
Math (Calculus)	1	2	3	4	5	NA
Organic Chemistry	1	2	3	4	5	NA
General Physics	1	2	3	4	5	NA
Economics	1	2	3	4	5	NA
General Microbiology	1	2	3	4	5	NA

31. The following courses (or series of courses) prepared me well for the practice of pharmacy.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable
a. Pharmaceutics (dosage forms)	1	2	3	4	5	NA
b. Biopharmaceutics	1	2	3	4	5	NA
c. Pharmacognosy	1	2	3	4	5	NA
d. Pharmacy Administration and Management	1	2	3	4	5	NA
e. Prescription Dispensing Laboratory	1	2	3	4	5	NA
f. Physical Pharmacy	1	2	3	4	5	NA
g. Medicinal Chemistry	1	2	3	4	5	NA
h. Analytical Chemistry	1	2	3	4	5	NA
i. Pharmacology	1	2	3	4	5	NA
j. Pharmaceutical Jurisprudence and Ethics	1	2	3	4	5	NA
k. Clinical Pharmacy (lecture)	1	2	3	4	5	NA
l. Clinical Pharmacy Rotation	1	2	3	4	5	NA
m. Externship (Community and Hospital Practice)	1	2	3	4	5	NA

32. Please circle the response indicating your level of satisfaction with each of the following aspects of this college. If any item is not applicable to you or to this college, check the blank space in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

		Level of Satisfaction					
		Does Not Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1.	Testing/grading system	NA	1	2	3	4	5
2.	Out-of-class availability of your instructors	NA	1	2	3	4	5
3.	Attitude of the faculty toward students	NA	1	2	3	4	5
4.	Attitude of the college nonteaching staff toward students	NA	1	2	3	4	5
5.	Preparation you have received for professional practice	NA	1	2	3	4	5
6.	General admissions procedure	NA	1	2	3	4	5
7.	Availability of financial aid information prior to enrolling	NA	1	2	3	4	5
8.	Accuracy of college information you received before enrolling	NA	1	2	3	4	5
9.	College Catalog/admissions publications	NA	1	2	3	4	5
10.	Academic probation and suspension policies	NA	1	2	3	4	5
11.	Classroom facilities	NA	1	2	3	4	5
12.	Laboratory facilities	NA	1	2	3	4	5
13.	Study areas	NA	1	2	3	4	5
14.	Availability of the courses you wanted at the times you could have taken them.	NA	1	2	3	4	5
15.	Variety of elective courses offered by college	NA	1	2	3	4	5
16.	Flexibility to design your own program of study	NA	1	2	3	4	5
17.	Availability of advisers	NA	1	2	3	4	5
18.	Value of the information provided by your advisers	NA	1	2	3	4	5
19.	Interview procedures for pharmacy admission	NA	1	2	3	4	5
20.	Student voice in College of Pharmacy policies	NA	1	2	3	4	5

		Level of Satisfaction					
		Does Not Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
21.	Purposes for which student activity fees are used	NA	1	2	3	4	5
22.	Personal security/safety of this campus.	NA	1	2	3	4	5
23.	Student lounges in the College	NA	1	2	3	4	5
24.	General condition of Pharmacy buildings and grounds	NA	1	2	3	4	5
25.	Campus bookstore	NA	1	2	3	4	5
26.	Availability of student housing	NA	1	2	3	4	5
27.	General registration procedures	NA	1	2	3	4	5
28.	Academic calendar for this College	NA	1	2	3	4	5
29.	Test calendar for this College	NA	1	2	3	4	5
30.	Billing and payment procedures	NA	1	2	3	4	5
31.	Concern for you as an individual	NA	1	2	3	4	5
32.	Attitude of College TA's towards students	NA	1	2	3	4	5
33.	Radical harmony at this College	NA	1	2	3	4	5
34.	Opportunities for student employment	NA	1	2	3	4	5
35.	Opportunities for personal involvement in College activites.	NA	1	2	3	4	5
36.	Student government-Pharmacy Council	NA	1	2	3	4	5
37.	Religious activites and programs	NA	1	2	3	4	5
38.	Opportunities for entertainment and recreation	NA	1	2	3	4	5
39.	Opportunity to participate in college state, and/or national pharmacy sponsored activities or meetings	NA	1	2	3	4	5
40.	This College in general	NA	1	2	3	4	5

33. This College currently uses a centralized system for academic advising. Would you prefer to have an individual faculty member assigned to you for academic advising?

___(1) No
___(2) Yes

34.

Usage			College of Pharmacy Services	Level of Satisfaction				
I have never heard of this service	I have not used this service	I have used this service		Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
			1. academic advising services	1	2	3	4	5
			2. personal counseling services	1	2	3	4	5
			3. career planning services	1	2	3	4	5
			4. undergraduate job placement	1	2	3	4	5
			5. professional placement service	1	2	3	4	5
			6. student recreational activities	1	2	3	4	5
			7. college sponsored social activities	1	2	3	4	5
			8. college sponsored Parents' Day	1	2	3	4	5
			9. college entering student orientation program–BS students	1	2	3	4	5
			10. financial aid services–college sponsored scholarships	1	2	3	4	5
			11. honors programs	1	2	3	4	5
			12. computer services	1	2	3	4	5
			13. copy services	1	2	3	4	5

35. Comments and Suggestions

If you wish to make any comments or suggestions concerning the College of Pharmacy, Please use the space provided below.

Appendix B

College of Pharmacy Accreditation Fifth Semester
Student Questionnaire

COLLEGE OF PHARMACY ACCREDITATION
FIFTH SEMESTER STUDENT QUESTIONNAIRE

1. If you are fifth semester student, indicate present site.
   ____ (1) Austin
   ____ (2) Galveston
   ____ (3) San Antonio

Please circle the response indicating your level of satisfaction with each of the following aspects of your FIFTH SEMESTER. If any item is not applicable to you or to this college, circle NA in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

REGISTRATION AND ORIENTATION

		Level of Satisfaction					
		Does Not Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1.	Introductory descriptions of clinical sites and complex lay-out prior to fifth semester.	NA	1	2	3	4	5
2.	Introductory descriptions of clinical sites and complex lay-out prior to fifth semester (answer if different than above site.)	NA	1	2	3	4	5
3.	Explanation of clinical and rotation course requirements and expectations prior to fifth semester.	NA	1	2	3	4	5
4.	Explanation of clinical and rotation course requirements and expectations prior to sixth semester. (if different than above site.)	NA	1	2	3	4	5
5.	Orientation to clinical site and medical complex upon arrival to fifth semester site.	NA	1	2	3	4	5
6.	Orientation to rotation expectations upon arrival to fifth semester site.	NA	1	2	3	4	5
7.	Description of available student services prior to and upon arrival at fifth semester site.	NA	1	2	3	4	5
8.	Description of available student services prior to sixth semester site (if different from above site.)	NA	1	2	3	4	5
9.	Billing and fee payment procedures.	NA	1	2	3	4	5
10.	Degree check service.	NA	1	2	3	4	5
11.	Availability of housing information	NA	1	2	3	4	5

ACADEMIC

		Level of Satisfaction					
		Does not Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1.	Availability of course instructors.	NA	1	2	3	4	5
2.	Availability of site coodinator for fifth semester.	NA	1	2	3	4	5
3.	Quality of interactive TV broadcasts and tapes.	NA	1	2	3	4	5
4.	Availability of taped lectures.	NA	1	2	3	4	5
5.	Attitude of teaching faculty toward dispersed students.	NA	1	2	3	4	5
6.	Adequacy of required courses deemed available at site.	NA	1	2	3	4	5
7.	Availability of specialty electives	NA	1	2	3	4	5
8.	Class size relative to type of course.	NA	1	2	3	4	5
9.	Testing grievance procedures.	NA	1	2	3	4	5
10.	Grading grievance procedures.	NA	1	2	3	4	5
11.	Flexibility to design your own clinical rotation program fifth semester.	NA	1	2	3	4	5
12.	Flexibility of time to start or finish program earlier or later than scheduled	NA	1	2	3	4	5
13.	Means of grievance about clinical faculty.	NA	1	2	3	4	5
14.	Means of evaluating clinical program.	NA	1	2	3	4	5

FACILITIES

1.	Classroom facilities.	NA	1	2	3	4	5
2.	Study areas.	NA	1	2	3	4	5
3.	Student lounge or union.	NA	1	2	3	4	5
4.	Campus bookstore.	NA	1	2	3	4	5
5.	Library facilities.	NA	1	2	3	4	5
6.	Athletic facilities fifth semester.	NA	1	2	3	4	5
7.	Conference room or offices.	NA	1	2	3	4	5
8.	Parking.	NA	1	2	3	4	5

SERVICES

1.	Student Health Center.	NA	1	2	3	4	5
2.	Student Health insurance.	NA	1	2	3	4	5
3.	Transportation to and from campus.	NA	1	2	3	4	5
4.	Student housing.	NA	1	2	3	4	5
5.	Opportunities for student employment.	NA	1	2	3	4	5
6.	Availability of central campus newspapers and announcements.	NA	1	2	3	4	5

GENERAL

		Level of Satisfaction					
		Does Not Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1.	Student voice in college policies.	NA	1	2	3	4	5
2.	Purposes for which student activity fees are used.	NA	1	2	3	4	5
3.	Personal security/safety of this campus.	NA	1	2	3	4	5
4.	Opportunities for personal involvement in campus activities.	NA	1	2	3	4	5
5.	General organization of entire site curriculum fifth semester.	NA	1	2	3	4	5
6.	Attitude of other health professional students and staff toward pharmacy students.	NA	1	2	3	4	5
7.	Time spent for individual instruction or advising.	NA	1	2	3	4	5
8.	Reliability of instructor to attend scheduled appointments on time.	NA	1	2	3	4	5

Appendix C

College of Pharmacy Accreditation Sixth Semester
Student Questionnaire

COLLEGE OF PHARMACY ACCREDITATION
SIXTH SEMESTER QUESTIONNAIRE

1. If you are a sixth semester student, indicate present site.
   ____(1) Austin
   ____(2) Galveston
   ____(3) San Antonio
   ____(4) Dallas
   ____(5) Other (please specify) _____

2. If you are sixth semester student indicate your fifth semester site.
   ____(1) Austin
   ____(2) Galveston
   ____(3) San Antonio

Please circle the response indicating your level of satisfaction with each of the following aspects of your SIXTH SEMESTER. If any item is not applicable to you or to this college, circle NA in the "Does Not Apply" column and proceed to the next item. Please respond to each item by choosing only one of the six alternatives.

REGISTRATION AND ORIENTATION

		Level of Satisfaction					
		Does Not Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1.	Orientation to clinical site and medical complex upon arrival to sixth semester site.	NA	1	2	3	4	5
2.	Orientation to rotation expectation upon arrival to sixth semester site.	NA	1	2	3	4	5

ACADEMIC

1.	Availability of site coordinator for sixth semester.	NA	1	2	3	4	5
2.	Flexibility to design your own community, clinical, or hospital rotation program sixth semester.	NA	1	2	3	4	5

FACILITIES

1.	Classroom facilities.	NA	1	2	3	4	5
2.	Study areas.	NA	1	2	3	4	5
3.	Student lounge or union	NA	1	2	3	4	5
4.	Campus bookstore.	NA	1	2	3	4	5
5.	Library facilities.	NA	1	2	3	4	5
6.	Athletic facilities.	NA	1	2	3	4	5
7.	Conference rooms or offices.	NA	1	2	3	4	5
8.	Parking.	NA	1	2	3	4	5

SERVICES

	Level of Satisfaction					
	Does Not Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. Student Health Center.	NA	1	2	3	4	5
2. Student Health insurance.	NA	1	2	3	4	5
3. Transportation to and from campus.	NA	1	2	3	4	5
4. Student housing.	NA	1	2	3	4	5
5. Opportunities for student employment	NA	1	2	3	4	5
6. Availability of professional placement services.	NA	1	2	3	4	5
7. Graduation information	NA	1	2	3	4	5
8. Availability of central campus newspapers and announcements.	NA	1	2	3	4	5

GENERAL

1. Student voice in college policies.	NA	1	2	3	4	5
2. Purposes for which student activity fees are used.	NA	1	2	3	4	5
3. Personal security/safety of this campus.	NA	1	2	3	4	5
4. Opportunities for personal involvement in campus activities.	NA	1	2	3	4	5
5. General organization of entire site curriculum fifth semester.	NA	1	2	3	4	5
6. Attitude of other health professionals and staff toward pharmacy students in externship practice sites.	NA	1	2	3	4	5
7. Time spent with regional coordinator/ instructor for individual instruction or advising.	NA	1	2	3	4	5
8. Reliability of regional coordinator/ instructor to attend scheduled appointments on time.	NA	1	2	3	4	5
9. Means of evaluating community and hospital preceptors.	NA	1	2	3	4	5